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This project collected data on the current status of middle schools in the United States. After the compilation of a list of schools meeting the survey definition of middle schools from State departments of education and other sources, a survey instrument was used to secure the following detailed data from a 10 percent random sample (110 schools) stratified by USOE regions: (1) Number, location by USOE regions, grades included, enrollment, housing, and plans for articulation with lower and upper schools, (2) establishment (dates, reasons, preparation), (3) curriculum plans, (4) instructional organization, (5) arrangements for individualizing instruction, and (6) the reactions of students, staff, parents, and the general public to the middle schools. It is concluded that there is currently movement toward a different grade organization of the school ladder, but that the new middle school organizations in general fail to provide a program and instructional organization differing very much from those in the predecessor schools. Detailed descriptions of eight existing middle schools are appended. (HW)

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FINAL REPORT

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JULY, 1968

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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A SURVEY OF ORGANIZATIONAL PATTERNS OF REORGANIZED MIDDLE SCHOOLS

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University of Florida
Gainesville, Florida

July, 1968

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Appreciation is due the principals of the 110 schools in the sample for their cooperation in completing the survey instrument, and also to the principals and staffs of the 8 schools visited for additional, illustrative information. The assistance of state departments of education in compiling the original list of middle schools is also acknowledged.

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William M. Alexander

SUMMARY

Purpose and Method

This project was undertaken to provide bench-mark data regarding the current status of middle schools in the United States. Recent partial surveys and other data have indicated substantial interest in the reorganization of the now traditional school ladder arrangement of elementary-junior-senior high school (6-3-3). There has been lacking, however, any comprehensive data as to the number and location of reorganized middle schools, replacing the grade 7-9 junior high, and as to the organizational characteristics of the newer schools in the middle of the school ladder.

The data were secured by compilation from state departments of education and other sources, of a list of schools meeting the survey definition of "a school which combines into one organization and facility certain school years (usually grades 5-8 or 6-8) which have in the past usually been separated in elementary and secondary schools under such plans as the 6-3-3, 6-2-4, and 6-6." A survey instrument was used to secure detailed data from a 10 percent random sample stratified by USOE regions. Eight (8) schools from the original list were also visited to secure other information illustrative of the various organizational patterns determined in the survey.

Highlights of the Findings

The findings from the initial listing and the survey instrument were compiled, analyzed, and are reported by categories of questions, as follows, with certain highlight data summarized here:

Number of schools and grade organization. A total of 1101 schools meeting the survey definition and having at least three grades and not more than five and including grades 6 and 7, were identified. The largest concentrations of these schools were in USOE Regions I, V, VII, and IX (see Table 1). Of the 110 schools in the sample, 60 percent had a grade 6-8 organization, and 27.3 percent a grade 5-8 organization, with the remainder including grade 4-8, 5-7, 6-9, and 4-7 plans.

Establishment. Only 10.4 percent of the schools in the sample had been established before 1960, and 42.9 percent were established in 1966 and 1967. The most frequently-checked reason for the organization was "to eliminate crowded conditions in other schools" although program-related factors were also checked frequently. Preparation activities for opening the middle schools were most frequently of an occasional and inservice education type.

Schools whose reasons for establishment included "to remedy weaknesses of the junior high school" were as likely to have interschool athletics as schools not giving these reasons, and the instructional organization did not differ significantly between these two groups.

Curriculum opportunities. Language arts, mathematics, physical education, science, and social studies are constants in all middle school grades, with a scattering of electives and other curriculum opportunities. Music, art, home economics, and industrial arts is each also required in about half or more of the schools at some grade level, most frequently grade 7 and/or 8. The offering of electives and other opportunities is sparse in many schools and disappointing in terms of usual middle school objectives. Larger schools tend to have more offerings than smaller ones.

Instructional organization. The self-contained classroom organization tends to persist in grade 5, with a pronounced increase in departmentalization in grade 6 and thereafter. Of other instructional organizations, the block-of-time plan for language arts and social studies is most frequent with the use of team teaching patterns relatively infrequent. About 30 percent of the schools use some type of variable or modular scheduling different from the traditional daily periods of uniform length.

Individualization. Some 20 percent of the schools provide scheduled independent study time and smaller numbers offer other independent study arrangements. A relatively large number of the schools use marking and reporting systems different from or in addition to the traditional single-letter grade pattern.

Reactions. The reactions of student body, staff, parents, and general public were reported as generally positive ("enthusiastic" or "favorable") toward the middle school. Among these four groups the staff was the one most frequently reported as "enthusiastic" (40 percent) and the general public the one most frequently as "indifferent" (16.4 percent). Of the 110 schools, 80 did not anticipate changing to a different organizational plan within the next two to five years.

General Conclusions

The survey data clearly confirm the existence of a recent and current movement toward a different grade organization of the school ladder. They also indicate that the new middle school organizations in general fail to provide a program and instructional organization differing very much from those in the predecessor schools, especially in the grade 7-9 junior high school. Obviously, critical evaluation of the emerging middle schools is needed to determine what improvements they are making and can make over prior organizations.

I

INTRODUCTION

Background of the Study

The Problem

The middle school organization seems to be rapidly developing as a major alternative to the junior high school in providing the link between the beginning school and the high school. A growing list of publications about middle schools, its popularity as a topic in national meetings, and recurrent inquiries to the author indicate that middle school organizations are burgeoning. There is, however, no comprehensive list of middle schools now in operation to which educational researchers may turn to secure data as to the identification, number, and organizational patterns of these schools or to the reasons they have come into existence.

On the basis of the increasing interest and growing concern for needed innovations in the middle schools, it seems likely that extensive research and experimentation will be undertaken. Even periodic determination of trends awaits the establishment of base-line data. The problem of this study was to compile and report such foundational data.

Specifically, the survey was planned to secure data as to the current status of middle schools with respect to the following characteristics:

1. Number, location by USOE regions, grades included, enrollment, housing, and plans for articulation with lower and upper schools.

2. Establishment: dates, reasons, preparation.

3. Curriculum plans: required and elective subjects, other curriculum opportunities.

4. Instructional organization: incidence by grade level and subject of various patterns, plans of grouping, scheduling arrangements.

5. Arrangements for individualizing instruction: independent study, marking and reporting progress, counseling arrangements.

6. Reactions to the middle schools.

The survey findings are organized in accordance with the above categories.

Related Studies

Many educators and others interested in the education of children in late childhood, preadolescence and early adolescence have in recent decades criticized "bridging school" education as it exists in the United States. Although the junior high school was originally established in part to serve this function, there has been increasing interest, even doubt, as to its success since, and even as the 6-3-3 organizational pattern became entrenched during the period 1920-1960 (1,2,4,9,13). The increase in articles about education during the middle years indicates the growing interest. For example, for each three-year period from 1935 to 1953 a gross count of listings under "Junior High Schools" in the Education Index shows an average of eighteen entries. In the next dozen years (1953-1965) there was a five-fold increase in the number of articles devoted to the junior high school.

Furthermore, several books and pamphlets have been published during the past two years which focus on or at least use in their title, the "middle school": The Middle School (1966); The American Middle School; An Organizational Analysis (1967); Perspectives on the Middle School (1967); How to Organize and Operate an Ungraded Middle School (1967); Teaching in the Middle School (1968); and The Emergent Middle School (1968). The National Association of Secondary School Principals recognized the growing interest in the reorganized junior high school or middle school by entitling their 1966 publication Guidelines for Junior High and Middle School Education (17).

There seems to be a movement away from the old organizational patterns with an increasing concern for development of schools uniquely planned to meet the needs of the in-between years. Selection of the ten major events in education for 1966 by the Educational Press Association of America included "the disillusionment of educators with the junior high school and the endorsement of the middle school as an alternative" (11). Woodring (18) stated in 1965 that "it now appears that the 6-3-3 plan with its junior high school is on its way out." In a publication of the Twin Cities Metropolitan Area, Inc., entitled "Junior High Schools Are on the Way Out," Nickerson (15) asserted that there was a definite move away from the junior high plan of organization and toward the middle school plan, and he enumerated a number of reasons for the trend. Murphy (14) reported in 1965 recent developments concerning school staffs and illustrated facilities for grades 5, 6, 7 and 8. An interest of the New York City Schools in the middle school organization resulted in the establishment of pilot "intermediate" schools designed to promote greater integration, and to serve as prototypes of those that will eventually replace the present junior high schools (6). Other urban centers were reported in the Education Facilities Laboratory's The School House in the City (10) as planning new middle school organizations for similar reasons. Alexander and Anderson (3) serving as consultants for the Maryland State Department of Education in Howard County, Maryland, described in detail a proposed plan of education for children of ages 10 through 14, to be developed as a prototype for the state.

For a USOE bulletin Wright and Greer (19) surveyed grades 7, 8 and 9 in junior high schools and junior-senior high schools for the 1959-1960 school year. In answer to the question, "Do you have definite plans to reorganize your school within the next two years so as to change the grouping of grades 7, 8 and 9 with reference to other grades?" principals of 12 percent of the junior high schools and 15 percent of the junior-senior high schools answered in the affirmative. Of the 79 junior high schools planning to make a change in grade grouping, 20 percent were schools which would convert to organizational plans including grades 5-8, 6-8, or 7-8. The Educational Research Service (12) made a survey of patterns of grade organization for 1963-64 and found that of 443 school systems reporting, only 20 followed a pattern of grade organization combining one or more of the elementary grades below grade 7 with one or more grades usually assigned to the junior high school, but seven systems reported that they were considering a change to a 5-3-4 or 4-4-4 plan. In 1966, Brod (5) reported a survey involving 40 percent of the nation's school systems. She reported that of these 10 percent were functioning on a 5-3-4 or 4-4-4 plan or were in the process of converting to one of these plans, and another 1 percent were either considering or were seriously interested in the middle school organization plan. At least 45 of the 50 states were said to have one or more middle schools in operation. Although her report was incomplete, it gave an indication that "middle schools" were gaining in favor. Zdancwicz (20), in his study of the changes that had taken place in 414 junior high schools in the Northeast during the last decade, found that almost 16 percent had changed from the modal pattern of junior high schools to one which included grades 6-8 or 5-8.

A survey of administrators of schools in New York State employing either the 4-4-4 or 5-3-4 organization reported by Curtis (8) in March 1966 reflected the movement toward middle schools in New York State. An Education USA report (16) in 1967 on "The Schools in Between" noted various organizations being developed across the nation.

A more comprehensive survey was reported by Cuff (7) in 1967. For his purposes a middle school was defined as having grades 6 and 7 and not extending below grade 4 or above grade 8. He reported that in 1965-66, 446 public school districts in 29 states were operating 499 middle schools as defined, and that many other districts were planning new organizations.

These various partial surveys and reports give evidence only that there is a movement away from the 6-3-3 and other traditional grade organizations to various other patterns. The survey herein reported was conducted in order to provide more specific and quantitative data, as a bench-mark step, regarding the middle school organization.

Method

Development of instrument. The survey instrument "A Survey of Organizational Patterns of Reorganized Middle Schools" (see Appendix B) was prepared, tested with individual middle school principals, and printed after clearance with the USOE Regional Grants Officer.

Compilation of list of middle schools in the United States. A letter explaining the aims and purposes of this project as well as a definition of the middle school -- "a school which combines into one organization and facility certain school years (usually grades 5-8 or 6-8) which have in the past usually been separated in elementary and secondary schools under such plans as the 6-3-3, 6-2-4, and 6-6." -- was sent to state departments of education in each state and the District of Columbia. A request was made for names and addresses of such middle schools and for names of persons who would have information pertaining to middle schools in the state. Follow-up letters and telephone calls were used to gain this information from each state department of education. State department contacts were followed up through identification of middle schools in state directories, correspondence with district superintendents reported as having unidentified middle schools, and telephone calls to state departments and local superintendents to identify middle schools. Additional middle schools were identified through a review of the literature and through personal contacts of the project director with persons in certain states known to be identified with the middle school movement. A card file of middle schools in the United States was compiled and organized by USOE regions and states. In addition to the definition of the middle school, the criteria of having at least three grades but not more than five grades, and including grades six and seven were used in compiling the final listing. Information including name of school, grades included, and name of principal was entered on each card in the file.

Completion of instrument by a sampling of middle schools. A stratified 15 percent sample by USOE region was randomly selected, and letters sent to these schools requesting confirmation that they conformed to the criteria set forth with regard to the definition of the middle school and that they would provide descriptive information about their middle school organizations. As these confirmations were received instruments were sent out until a 10 percent stratified sample, by USOE region, was attained. A total of 145 instruments were sent out, and a total of 121 returned for a 83.4% return. Of the 121 instruments returned, 4 were unusable, and 7 were returned after the 10 percent sample had been attained. These 7 were scanned and their data were found to correspond to the overall findings of the survey. (A list of the schools in the sample is available from the project director.)

Compilation and analysis of data. The data from the instruments were put on punch cards, compiled by computer, and transcribed into tabular form. In addition, the following questions were posed, and answered through analysis of the data: (1) Do those schools which indicated "to remedy the weaknesses of the junior high school" as a reason for establishment have an interschool athletic program for boys? (2) Are there differences in grades 7 and 8 instructional organization between those schools which indicated "to remedy the weaknesses of the junior high school" as a reason for establishment and those schools which did nit? (3) What is the relationship between middle school size and the number of elective offerings? (4) What is the relationship between school size and the number of "other curriculum opportunities"? (5) How does the grade 6 instructional organization in grades 5-8 middle schools compare with the grade 6 instructional organization in grades 6-8 middle schools?

Visitation of selected middle schools. Eight middle schools from the total listing were selected for visitation, using type of organizational pattern, indication of distinguishing characteristics, size and type of community, and geographic location as criteria for selection. These schools were visited, and interviews with principals, staff members, and students conducted. Details of these visits and descriptions of the illustrative middle schools are reported in Appendix A.

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II

FINDINGS

The findings of this project are reported in the following sections:

- Number of middle schools; grade organization and related factors
- Establishment of middle schools
- Curriculum opportunities provided
- Instructional organization
- Individualization of instruction
- Reactions to the middle schools

Number of Middle Schools; Grade Organization and Related Factors

Number of Schools

The final tabulation of the 1101 middle schools identified as described above ("Method") is shown in Table 1 by states and USOE regions. The schools so enumerated were those corresponding to the definition utilized in the study--"a school which combines into one organization and facility certain school years (usually grades 5-8 or 6-8) which have in the past usually been separated in elementary and secondary schools under such plans as the 6-3-3, 6-2-4, and 6-6." Also, this enumeration excluded schools identified as not having at least three grades and those having more than five grades, and those not including grades 6 and 7.

Although this definition is not identical with that used in a 1965-66 survey by Cuff,[1] the data are considered roughly comparable. He identified 499 middle schools (schools having grades 6 and 7 and not extending below grade 4 or above grade 8). Definitely, the present identification of 1101 middle schools in 1967-68 indicates a marked increase in the number of such schools established in the past two years, a conclusion confirmed by data reported below as to the date of establishment.

Table 1 also shows the heavy concentration of middle schools in certain populous eastern states (Region I), midwestern states (Region V), and the far west (Region IX). It also shows the weighting of the total number and that in Region VII by the 252 Texas schools fitting the definition as a result of reorganization there especially of the 8-4 plan.

Grades Included

Grades included could not be determined for all of the original listing of schools since this information was not included in all of the state directories and other sources utilized in identifying the original population of middle schools.

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[1] William M. Cuff, "Middle Schools on the March," National Association of Secondary-School Principals Bulletin, 51:82-86, February, 1967.

TABLE 1

NUMBER AND DISTRIBUTION OF MIDDLE SCHOOLS BY USOE REGION AND STATE

Region I	
Connecticut	25
Maine	3
Massachusetts	10
New Hampshire	0
Rhode Island	3
Vermont	0
TOTAL	41

Region II	
Delaware	2
New Jersey	91
New York	92
Pennsylvania	25
TOTAL	210

Region III	
Kentucky	4
Maryland	13
North Carolina	8
Virginia	0
West Virginia	0
District of Columbia	0
TOTAL	25

Region IV	
Alabama	15
Florida	10
Georgia	24
Mississippi	3
South Carolina	6
Tennessee	3
TOTAL	61

REGION V	
Illinois	142
Indiana	21
Michigan	97
Ohio	3
Wisconsin	21
TOTAL	284

Region VI	
Iowa	3
Kansas	0
Minnesota	1
Missouri	5
Nebraska	3
North Dakota	1
South Dakota	1
TOTAL	14

Region VII	
Arkansas	4
Louisiana	2
New Mexico	7
Oklahoma	0
Texas	252
TOTAL	265

Region VIII	
Colorado	4
Idaho	0
Montana	0
Utah	0
Wyoming	0
TOTAL	4

Region IX	
Alaska	0
Arizona	14
California	131
Hawaii	0
Nevada	0
Oregon	30
Washington	22
TOTAL	197

GRAND TOTAL	1101

The grades included in the sample population were determined and are shown by USOE regions in Table 2. Of the 110 schools, 66 (60 percent) had a grade 6-8 organization, and 30 (27.3 percent) had a grade 5-8 organization, with the remaining 14 (12.7 percent) including grade 4-8, 5-7, 6-9, and 4-7 organizations. The proportions of grade organizations in regions having 10 or more schools in the sample is similar to the total--and the approximate 2 to 1 ratio of grade 6-8 to grade 5-8 organizations seems descriptive of present status.

Four of the schools visited, with descriptions included in Appendix A, are illustrative of the grade 6-8 organization--B,E,F,H; three are descriptive of the grade 5-8 organization--C,D,G; and one grade 6-9 organization was included--A.

TABLE 2

GRADES INCLUDED IN MIDDLE SCHOOL ORGANIZATIONS
AS REPORTED BY A STRATIFIED RANDOM SAMPLING OF
110 MIDDLE SCHOOLS IN THE NINE USOE REGIONS

USOE Region	Grades 6-8		Grades 5-8		Grades 4-8		Grades 5-7		Grades 6-9		Grades 4-7		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
I	2	50.0	2	50.0	0	00.0	0	00.0	0	00.0	0	00.0	4	100.0
II	12	57.1	5	23.8	1	4.8	2	9.5	1	4.8	0	00.0	21	100.0
III	2	100.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	2	100.0
IV	3	50.0	1	16.7	0	00.0	0	00.0	1	16.7	1	16.7	6	100.1
V	18	64.3	7	25.0	2	7.1	1	3.6	0	00.0	0	00.0	28	100.0
VI	1	100.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	1	100.0
VII	20	74.1	7	25.9	0	00.0	0	00.0	0	00.0	0	00.0	27	100.0
VIII	0	00.0	1	100.0	0	00.0	0	00.0	0	00.0	0	00.0	1	100.0
IX	8	40.0	7	35.0	5	25.0	0	00.0	0	00.0	0	00.0	20	100.0
All Schools	66	60.0	30	27.3	8	7.3	3	2.7	2	1.8	1	00.9	110	100.0

Enrollment and Housing

Table 3 shows the range of enrollment in middle schools as from below 100 to more than 1300. Approximately 75 percent of the sample had enrollments of from 300 to 1000.

Table 4 indicates that the large majority (80 percent of the sample) of middle schools have separate plants without "little school" arrangements, with 7 of the 110 schools having the latter. Illustrative of the "little school" plan are two descriptions of schools visited--Schools A and F (Appendix A).

TABLE 3

DISTRIBUTION OF TOTAL ENROLLMENTS OF MIDDLE SCHOOLS AS REPORTED BY 106 MIDDLE SCHOOLS *

Range	No.	%	Range	No.	%
1-100	1	0.9	701-800	9	8.5
101-200	11	10.4	801-900	3	2.8
201-300	10	9.4	901-1000	6	5.7
301-400	19	17.9	1001-1100	2	1.9
401-500	7	6.6	1101-1200	2	1.9
501-600	13	12.3	1201-1300	1	0.9
601-700	19	17.9	Above 1300	3	2.8
			TOTALS:	106	99.9

*Number reporting, 106 of 110.

TABLE 4

DISTRIBUTION OF 110 MIDDLE SCHOOLS BY TYPE OF HOUSING ARRANGEMENT

TYPE OF HOUSING ARRANGEMENT	No.	%
One plant only, without separate areas for "little schools"..................................	88	80.0
Certain year in separate buildings on the same campus	8	7.3
Separate areas of the plant for "little schools"	7	6.4
Housed in a plant with lower and/or higher grades...	5	4.5
Some students housed in building(s) on another campus	2	1.8
TOTALS	110	100.0

Articulation Plans

Table 5 shows in order of frequency the number of schools reporting various means of articulation with lower and higher schools. These plans include extensive use of means to acquaint both faculty and students with the programs which precede and/or follow the middle school, although actual sharing of faculties and program opportunities between schools is relatively slight. Group planning for articulation ranks high as do inter-visitation and sharing of data about students and programs.

TABLE 5

NUMBER AND PERCENT OF MIDDLE SCHOOLS EMPLOYING CERTAIN MEANS TO PROVIDE ARTICULATION BETWEEN THE MIDDLE SCHOOL AND SCHOOLS WITH HIGHER AND LOWER GRADES AS REPORTED BY SAMPLE OF 110 SCHOOLS

Means of Articulation	No.	%
Obtaining and providing data concerning students entering and leaving the middle school	99	90.0
Provision of joint workshops with teachers in higher and lower grades	74	67.2
Provision of program information to elementary and/or high schools	74	67.2
Provision of joint curriculum planning activities with teachers of higher and/or lower grades	73	66.3
Provision for visitation by high school representatives for the purpose of orientation	63	57.3
Provision for students to visit the high school(s) for orientation	61	55.4
Provision for visitation of middle school by students from feeder schools	57	51.8
Provision for middle school teachers to visit elementary and/or high schools	45	40.8
Provision for sharing faculty with elementary and/or high schools	39	35.4
Plans for middle school students to visit feeder schools to orient elementary students	17	15.5
Provision for middle school students to take advanced course work in the high school	14	12.7
Others	9	8.2

Establishment of Middle Schools

Recency

Table 6 shows by USOE regions the number and percent of schools established before 1955 and each year thereafter through 1967. Only 4 (3.8 percent) of the schools in the sample were established before 1955, and only 10.4 percent before 1960. Nearly half (42.9 percent) had been established during the last two years (1966 and 1967)--a fact that seems quite consistent with the earlier comparison of this survey (1967-68) with one of 1965-66. Clearly, the expansion of middle school organizations is a phenomenon of the very recent and current period. Only in Region II were there as many in 1960 as 20 percent of the current number; 3 of the 21 schools in the sample from this region were established before 1955, but nearly half (10) were established in 1966 and 1967.

TABLE 6

DISTRIBUTION OF 105 MIDDLE SCHOOLS IN NINE USOE REGIONS BY YEAR IN WHICH THEIR PRESENT GRADES WERE FIRST INCLUDED*

	I		II		III		IV		V		VI		VII		VIII		IX		All Schools	
Year	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1967	1	25.0	2	9.5	0	00.0	3	50.0	3	10.7	0	00.0	3	13.0	0	00.0	1	5.3	13	12.4
1966	3	75.0	8	38.1	2	100.0	3	50.0	6	21.4	0	00.0	8	34.8	[illegible]	100.0	1	5.3	32	30.5
1965	0	00.0	1	4.8	0	00.0	0	00.0	6	21.4	0	00.0	2	8.7	0	00.0	3	15.8	12	11.4
1964	0	00.0	0	00.0	0	00.0	0	00.0	4	14.3	0	00.0	1	4.3	0	00.0	4	21.0	9	8.6
1963	0	00.0	1	4.8	0	00.0	0	00.0	1	3.6	1	100.0	3	13.0	0	00.0	2	10.5	8	7.6
1962	0	00.0	0	00.0	0	00.0	0	00.0	4	14.3	0	00.0	1	4.3	0	00.0	3	15.8	8	7.6
1961	0	00.0	3	14.3	0	00.0	0	00.0	1	3.6	0	00.0	1	4.3	0	00.0	3	15.8	8	7.6
1960	0	00.0	1	4.8	0	00.0	0	00.0	2	7.1	0	00.0	0	00.0	0	00.0	1	5.3	4	3.8
1959	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0
1958	0	00.0	1	4.8	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	1	00.9
1957	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	1	4.3	0	00.0	1	5.3	2	1.9
1956	0	00.0	1	4.8	0	00.0	0	00.0	0	00.0	0	00.0	1	4.3	0	00.0	0	00.0	2	1.9
1955	0	00.0	0	00.0	0	00.0	0	00.0	1	3.6	0	00.0	1	4.3	0	00.0	0	00.0	2	1.9
Before 1955	0	00.0	3	14.3	0	00.0	0	00.0	0	00.0	0	00.0	1	4.3	0	00.0	0	00.0	4	3.8
TOTALS	4	100.0	21	100.2	2	100.0	6	100.0	28	100.0	1	100.0	23	99.6	1	100.0	19	100.1	105	99.9

*Number reporting, 105 of 110.

Reasons

The principals of schools surveyed were asked to indicate all applicable reasons from a checklist of possible ones, for the establishment of their schools. Table 7 shows by order of frequency for all schools, the reasons reported. Thus, the elimination of crowded conditions in other schools was most frequently reported, but other reasons somewhat unrelated to program--"to utilize a new school building," and "to aid desegregation"--were much less frequently cited than the various program-related reasons.

Since one of the frequently cited weaknesses of the junior high school is its interschool athletics program, the returns were analyzed to determine if schools checking as a reason "to remedy weaknesses of the junior high school" provided interschool athletics. The percent of such schools providing athletics was found to be about the same as that for schools which did not check this reason. It appears that interschool athletics was either not regarded as a weakness or for other reasons was not eliminated in about half of the schools seeking to improve on the junior high school weaknesses.

Another frequently cited weakness of the junior high school is its duplication of the senior high school pattern of departmentalization. Consequently, the data were analyzed to determine if schools reporting as a reason for their establishment "to remedy the weaknesses of the junior high school" were likely to have instructional organizations differing from schools not giving this as a reason. The percent of schools in both categories using departmentalization in grade 7, for example, in the required subjects (language arts, social studies, science, and mathematics) was quite similar, and a chi square test of significance showed no significant difference even at the .10 percent level. Apparently, departmentalization was either not considered a weakness, or it was no more remedied in schools seeking to improve on the junior high school than in schools not giving this reason for their establishment.

Each respondent also checked the persons and groups involved in deciding on the establishment of his middle school. The replies are shown in Table 8. Clearly, agencies outside the school district were infrequently considered as responsible, and locally the administrators and teachers, especially the former, were more frequently considered responsible than teachers, parents, and the board of education. The decisions apparently involved most frequently the school staffs.

Preparation

Table 9 shows in order of frequency the activities checked as preparatory to opening the middle school. The most frequently reported activities were of an occasional and inservice type, although it was reported for 27 schools that there had been a year or more of full-time faculty study and planning in the district. The descriptions of schools visited in Appendix A illustrate relatively extensive preparatory programs--see the descriptions of Schools A, D, and F.

TABLE 7

NUMBER AND PERCENT OF MIDDLE SCHOOLS INDICATING CERTAIN REASONS FOR ESTABLISHMENT AS REPORTED BY 110 MIDDLE SCHOOLS

Reason	Schools Reporting No.	Schools Reporting %
To eliminate crowded conditions in other schools	64	58.2
To provide a program specifically designed for students in this age group	49	44.6
To better bridge the elementary and the high school	44	40.0
To provide more specialization in grades 5 and/or 6	33	30.0
To move grade 9 into the high school	27	24.5
To remedy the weaknesses of the junior high school	27	24.5
To try out various innovations	26	23.6
To utilize a new school building	23	20.9
To use plans that have been successful in other school systems	14	12.7
To aid desegregation	7	6.4
Other	13	11.8

TABLE 8

NUMBER AND PERCENT OF MIDDLE SCHOOLS INDICATING PERSONS INVOLVED IN DECIDING ON THE SCHOOL ORGANIZATION AS REPORTED BY 110 MIDDLE SCHOOLS

Persons Involved	No.	%
System-level Administration	86	78.2
Principal	76	69.1
Teachers	51	46.3
Parents	24	21.8
Board of Education	13	11.8
State Department of Education	12	10.9
Survey by an Outside Agency	7	6.4
Accrediting Bodies	3	2.7
Other	9	8.2

TABLE 9

NUMBER AND PERCENT OF MIDDLE SCHOOLS USING CERTAIN TYPES OF PREPARATORY ACTIVITIES PRIOR TO OPENING AS REPORTED BY 110 MIDDLE SCHOOLS

Activities	Schools Reporting No.	Schools Reporting %
Occasional planning sessions of prospective middle school faculty members	57	51.8
Visitation of schools with similar plans in operation, by representatives	42	38.2
In-service meetings of faculty with consultants on middle school development	28	25.5
A year or more of full-time faculty study and planning, in the district	27	24.5
Summer faculty workshop prior to the opening of the school year	5	4.5
A year or more of full-time study by representatives at a university in a program of preparation for middle school teachers	2	1.8
Representation in a middle school planning project, specially funded	2	1.8
Other	18	16.4

Curriculum Opportunities Provided

Table 10 lists the number of schools in the sample requiring each of various subjects by grade and by length of the course, up to half-year or all year. As would be expected, language arts, social studies, mathematics, science, and physical education are virtually uniformly required in all grades, with only the latter two at all frequently required on only a half-year basis. Music and art are required in half or more of the schools at each grade level, but quite frequently, especially in grades 7 and 8, on a half-year basis. Industrial arts and home economics are required, about equally as to half-year or full year, in almost half of the schools in grades 7 and 8. These two subjects are also required in 15 to 20 percent of the schools in grades 5 and 6. Foreign language and reading are required in some schools at each grade level, but in not more than one-third of the schools at any one grade.

TABLE 10

NUMBER AND PERCENT OF MIDDLE SCHOOLS REQUIRING CERTAIN SUBJECTS, BY GRADE LEVEL, AS REPORTED BY A SAMPLE OF MIDDLE SCHOOLS*

	Grade 5			Grade 6			Grade 7			Grade 8		
	No,		%	No.		%	No.		%	No.		%
Subject**	½ yr. or less	All yr.	% Req.	½ yr or less	All yr.	% Req.	½ yr or less	All yr.	% Req.	½ yr or less	All yr.	% Req.
Lang. Arts	0	38	100.0	0	104	99.2	1	104	99.2	0	102	99.1
Soc. Studies	0	38	100.0	2	103	100.0	1	105	100.0	0	103	100.0
Science	2	36	100.0	12	93	100.0	12	89	95.3	8	93	98.2
Mathematics	0	38	100.0	0	105	100.0	0	106	100.0	1	102	100.0
Phys. Educ.	0	37	97.4	5	95	95.3	5	97	96.3	4	97	98.2
Art	4	27	81.7	25	53	74.3	30	39	65.1	18	33	49.5
Music	3	31	89.5	22	68	85.7	29	42	66.9	24	37	59.2
Indust.Arts	3	3	15.8	11	8	18.1	23	20	40.6	21	26	45.7
Home Econ.	2	4	15.8	11	10	20.0	23	23	43.3	22	27	47.6
Foreign Lang.	0	10	26.3	4	30	32.4	8	23	29.2	7	27	33.0
Reading	1	5	15.8	7	17	22.9	6	20	24.5	6	18	23.3

*Number reporting: Grade 5, 38 of 42; Grade 6, 105 of 110; Grade 7, 106 of 110; Grade 8, 103 of 106

**Other required subjects listed: Health (8), Library (6), Guidance (4), Speech (3), Typing (2), Enrichment (3), Sex Education (2), Geography, Humanities, Agriculture.

Elective offerings by grade level and length of time are shown in Table 11. The scattering here reflects the varied practices as to what is required and elective, the offering of additional electives in a required subject field, and the range in number of electives offered by individual schools. Only the vocal and instrumental music offerings are available in more than one-third of the schools at each grade level. The typical aim of the middle school to offer many exploratory experiences is not reflected in the relatively low numbers of schools offering these subjects as electives at any grade level: reading, creative writing, typing, dramatics, speech, and journalism. Only 2 schools offer foreign language in grade 5 and only 11 in grade 6, with some increase, still to less than a third, in grades 7 and 8.

TABLE 11

NUMBER AND PERCENT OF MIDDLE SCHOOLS OFFERING CERTAIN ELECTIVES, BY GRADE LEVEL, AS REPORTED BY A SAMPLE OF MIDDLE SCHOOLS*

	Grade 5			Grade 6			Grade 7			Grade 8		
Elective**	½ yr. or less	All yr.	% Req.	½ yr. or less	All yr.	% Req.	½ yr. or less	All yr.	% Req.	½ yr. or less	All yr.	% Req.
Reading	0	9	23.7	3	15	17.1	2	16	17.0	2	17	18.4
Science	0	3	7.9	0	5	4.8	0	7	6.6	1	12	12.6
Social Studies	0	3	7.9	0	4	3.8	0	5	4.7	0	6	5.8
Creative Writing	1	1	5.3	1	2	1.9	3	3	5.7	5	4	8.7
Mathematics	1	3	10.5	1	4	4.8	1	5	5.7	1	9	9.7
Vocal Music	0	13	34.2	2	34	34.3	4	47	48.2	4	54	56.3
Instr.Music	0	22	57.8	1	64	61.8	0	74	69.8	1	73	71.8
Typing	0	0	00.0	1	3	3.8	1	6	6.6	4	6	9.7
Art	1	5	15.8	8	13	20.0	6	25	29.2	5	34	37.9
Industrial Arts	0	3	7.9	2	8	9.5	4	14	17.0	5	21	25.2
Home Economics	0	2	5.3	3	6	8.6	4	16	18.9	4	24	27.2
Dramatics	0	0	00.0	1	9	9.5	2	14	15.1	3	16	18.4
Speech	1	2	7.9	3	6	8.6	3	14	16.0	6	14	19.4
Journalism	0	0	00.0	0	2	1.9	1	6	6.6	3	8	10.7
Foreign Language	0	2	5.3	3	8	10.5	2	21	21.7	3	27	29.1

*Number reporting: Grade 5, 38 of 42; Grade 6, 105 of 110; Grade 7, 106 of 110; Grade 8, 103 of 106

**Other elective offerings listed: Crafts (3), Current Events (2), Study Skills (2), Physical Education, Guidance, Literature, Agriculture, Library, Survival Methods.

Data were also secured as to the provision of curriculum opportunities other than required and elective subjects, and are shown in Table 12. Apparently the middle school organization has not developed as many opportunities for children in grades 5 and 6 only as for grades 7 and 8 only, where they were already available in the junior high school organization. Relatively few schools offer any of these opportunities in grades 5 or 6, but several of them are offered by more than a third of the schools for all grades: intramural athletics, band, chorus, and student government. Interschool athletics for boys is offered by about half of the schools in grades 7 and 8; as already noted, this provision seems unrelated to whether the school aims to remedy weaknesses of the junior high school. Certain opportunities viewed as means of meeting individual needs and interests are offered by only a few schools at any grade level: speech, photography, recreational sports, recreational games.

TABLE 12

NUMBER AND PERCENT OF MIDDLE SCHOOLS OFFERING CERTAIN CURRICULUM OPPORTUNITIES OTHER THAN REQUIRED AND ELECTIVE SUBJECTS, BY GRADE LEVEL, AS REPORTED BY A SAMPLE OF MIDDLE SCHOOLS*

	Grade 5		Grade 6		Grade 7		Grade 8		All Grades	
	No.	%	No.	%	No.	%	No.	%	No.	%
Intramural Athletics (Boys)	4	9.5	9	8.3	22	20.4	20	19.2	61	56.5
Intramural Athletics (Girls)	4	9.5	7	6.5	24	22.2	22	21.1	43	39.8
Interschool Athletics (Boys)	2	4.8	4	3.7	52	48.2	55	52.8	28	25.9
Interschool Athletics (Girls)	0	00.0	1	0.9	21	19.4	24	23.1	12	11.1
Band	3	7.1	9	8.3	17	15.7	16	15.4	84	77.8
Orchestra	0	00.0	2	1.9	5	4.6	5	4.8	20	18.5
Chorus	1	1.4	8	7.4	27	25.0	30	29.8	53	49.1
Student Government	0	00.0	3	2.8	13	12.0	14	13.5	68	62.9
Student Publications	1	2.4	4	3.7	19	17.6	26	25.0	32	29.6
Speech	0	00.0	1	0.9	7	6.5	14	13.5	11	10.2
Dramatics	0	00.0	7	6.5	17	15.7	22	21.1	9	8.3
First Aid	1	2.4	5	4.6	8	7.4	10	9.3	2	1.9
Photography	2	4.8	4	3.7	9	8.3	9	8.7	6	5.6
Arts and Crafts	1	1.4	8	7.4	20	18.5	23	22.1	20	18.5
Honor Societies	0	00.0	2	1.9	5	4.6	6	5.8	6	5.6
Social Dancing	0	00.0	5	4.6	33	30.5	38	36.5	8	7.4
School Parties	4	4.5	26	24.1	32	29.6	33	31.7	28	25.9
Recreational Sports	0	00.0	6	5.6	16	14.8	15	14.4	9	8.3
Recreational Games	1	2.4	9	8.3	14	13.0	14	13.5	11	10.2

*Number reporting: Grade 5, 42 of 42; Grade 6, 108 of 110; Grade 7, 108 of 110; Grade 8, 104 of 106; All Grades, 108 of 110

Individual schools do offer programs with a wide range of elective subjects and extra-classroom opportunities; for example, see the descriptions in Appendix A of Schools D, E, F, and H. The offering of electives and other opportunities was expected to be related to the size of school, and the data were analyzed in terms of the size factor. Thus Table 13 shows the comparison between schools enrolling less than 400 and those with more than 800 pupils as to the offering of certain electives in grades 7 and 8. The number and percent of the larger schools offering the electives listed are consistently higher although it is disappointing that these offerings are not available in even more of the schools.

TABLE 13

NUMBER AND PERCENT OF MIDDLE SCHOOLS IN TWO GROUPS*BY ENROLLMENT OFFERING CERTAIN ELECTIVES IN GRADES 7 AND 8

Elective Offerings	Total Enrollment	Grade 7		Grade 8	
		No.	%	No.	%
Vocal Music	Less than 400	15	36.6	16	40.0
	More than 800	8	47.1	11	64.8
Instrumental Music	Less than 400	24	58.7	23	57.5
	More than 800	11	64.7	12	70.6
Typing	Less than 400	2	4.9	1	2.5
	More than 800	3	17.7	3	17.7
Art	Less than 400	9	22.1	11	27.5
	More than 800	6	35.3	8	47.1
Industrial Arts	Less than 400	0	00.0	1	2.5
	More than 800	3	17.7	6	35.3
Home Economics	Less than 400	3	7.3	5	12.5
	More than 800	3	17.7	6	35.3
Foreign Language	Less than 400	7	17.1	9	22.5
	More than 800	7	41.2	8	47.1

*41 schools of the sample of 110 schools, enrolling less than 400 pupils, for the grade 7 data, and 40 for grade 8; 17 schools enrolling more than 800 pupils for the grade 7 and 8 data.

Table 14 shows a somewhat similar situation with respect to the provision of certain other curriculum opportunities. Intramural athletics, arts and crafts, student government, orchestra, dramatics, and photography are available to larger percents of pupils in grade 7 and 8 and in all grades, in the larger schools than in the smaller ones. However, boys' interschool athletics is more likely to be available in grades 7 and 8 of smaller than larger schools, undoubtedly because of such factors as the interest of small communities in athletics and the lack there of other activities.

TABLE 14

NUMBER AND PERCENT OF MIDDLE SCHOOLS IN TWO GROUPS* BY ENROLLMENT OFFERING CERTAIN CURRICULUM OPPORTUNITIES IN GRADES 7 AND 8 AND IN ALL GRADES

Other Curriculum Opportunities	Total Enrollment	Grade 7		Grade 8		All Grades	
		No.	%	No.	%	No.	%
Boy's Intramural Athletics	Less than 400	5	12.2	4	9.8	23	55.5
	More than 800	4	23.6	4	23.6	13	76.5
Girl's Intramural Athletics	Less than 400	3	7.3	2	4.9	16	39.0
	More than 800	2	11.8	2	11.8	9	53.0
Boy's Interschool Athletics	Less than 400	20	48.9	22	53.6	13	31.8
	More than 800	4	23.6	5	29.4	7	41.2
Arts and Crafts	Less than 400	4	9.8	4	9.8	6	14.6
	More than 800	6	35.3	6	35.3	5	29.4
Student Government	Less than 400	3	7.3	5	12.2	23	55.5
	More than 800	2	11.8	2	11.8	13	76.5
Orchestra	Less than 400	0	00.0	0	00.0	2	4.9
	More than 800	2	11.8	2	11.8	7	41.2
Dramatics	Less than 400	2	4.9	3	7.3	1	2.4
	More than 800	3	17.7	4	23.6	4	23.6

*41 schools of the sample of 110 schools, enrolling less than 400 pupils and 17 schools enrolling more than 800.

Instructional Organization

Patterns by Subjects and Grades

Tables 15-18 show for each grade, 5-8, respectively, the number and percent of schools using each of six instructional organizations for each of the various subjects. Half or more of the schools including grade 5 maintain the typical elementary school organization, the self-contained classroom (that is, the same teacher), for language arts, social studies, science, and mathematics, and some of these schools include art, music, physical education, and foreign language in the same teacher's responsibility. The four first-named subjects are taught in the typical secondary school departmentalized organization even in grade 5 in about one-fourth of these schools, and the shift from the self-contained to the departmentalized pattern for these subjects is pronounced at grade 6, and much more so at grade 7. About three-fourths or more of the schools use the departmentalized organization for all subjects in grades 7 and 8, although the percents are smaller for language arts and social studies, the subjects most frequently included in the block-of-time plan. Relatively few schools use back-to-back and other team teaching plans at any grade level, but the block-of-time arrangement is more frequent.

As reported earlier (see "Establishment of Middle Schools," above), the schools reporting as an aim of their middle school establishment the remedying of weaknesses of the junior high school did not differ markedly in their instructional organizations from schools not claiming this aim. An analysis was also made to determine whether the instructional pattern varied between grade 5-8 and grade 6-8 schools, by comparison of the grade 6 instructional organizations within the two groups of schools. The self-contained classroom organization was used in a slightly higher percent of the grade 5-8 schools in grade 6 for the four basic subjects, but the differences were small. Hence one wonders if most middle schools have simply adopted the pattern of their predecessor schools without deliberate effort to change?

Nevertheless, some of the new schools, especially those housed in new buildings designed for new middle school programs and organizations, do utilize patterns other than self-containment and departmentalization. See in Appendix A the descriptions of team teaching plans in Schools A and F and also that of a block-of-time arrangement for grades 6 and 7 in School B.

TABLE 15
DISTRIBUTION OF TYPES OF GRADE 5 INSTRUCTIONAL ORGANIZATIONS BY SUBJECT AS REPORTED BY 40 MIDDLE SCHOOLS*

	Type of Instructional Organization (Grade 5)															
	Self-contained Classroom		Block-of-time Plan		Back-to-back Plan		Departmental Organization		Subject Area Team		Interdis-ciplinary Team		Other		TOTALS	
Subject	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lang. Arts	24	60.0	5	12.5	1	2.5	8	20.0	0	00.0	1	2.5	1	2.5	40	100.0
Social Studies	24	60.0	4	10.0	0	00.0	11	27.5	0	00.0	1	2.5	0	00.0	40	100.0
Mathematics	20	50.0	3	7.5	2	5.0	13	32.5	0	00.0	1	2.5	1	2.5	40	100.0
Science	22	55.0	1	2.5	3	7.5	12	30.0	1	2.5	1	2.5	0	00.0	40	100.0
Art	9	27.3	3	9.1	1	3.0	19	57.6	0	00.0	0	00.0	1	3.0	33	100.0
Music	2	6.5	3	9.7	1	3.2	23	74.2	1	3.0	0	00.0	1	3.2	31	100.0
Physical Education	3	8.1	5	13.5	1	2.7	25	67.6	2	5.4	0	00.0	1	2.7	37	100.0
Industrial Arts	0	00.0	1	16.7	0	00.0	5	83.3	0	00.0	0	00.0	0	00.0	6	100.0
Home Economics	0	00.0	2	33.3	0	00.0	4	66.7	0	00.0	0	00.0	0	00.0	6	100.0
Foreign Language	1	11.1	0	00.0	0	00.0	8	89.9	0	00.0	0	00.0	0	00.0	9	100.0

*Number reporting, 40 of 42 having grade 5.

TABLE 16
DISTRIBUTION OF TYPES OF GRADE 6 INSTRUCTIONAL ORGANIZATIONS BY SUBJECT AS REPORTED BY 103 MIDDLE SCHOOLS

Type of Instructional Organization (Grade 6)

	Self-contained Classroom		Block-of-time Plan		Back-to-back Plan		Departmental Organization		Subject Area Team		Interdis-ciplinary Team		Other		TOTALS	
Subject	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lang.Arts	31	30.1	14	13.6	8	7.8	36	34.9	4	3.9	8	7.8	2	1.9	103	100.0
Social Studies	33	32.3	13	12.7	7	6.9	40	39.2	2	2.0	7	6.9	0	00.0	102	100.0
Mathematics	25	24.3	5	4.9	8	7.8	51	49.5	3	2.9	8	7.8	3	2.9	103	100.1
Science	27	26.5	5	4.9	9	8.8	51	50.0	3	2.9	7	6.9	0	00.0	102	100.0
Art	13	15.5	4	4.8	2	2.4	61	72.7	0	00.0	1	1.2	3	3.6	84	100.2
Music	4	4.2	5	5.3	3	3.2	77	81.2	1	1.1	2	2.1	3	3.2	95	100.3
Physical Education	5	5.1	6	6.1	2	2.0	76	77.6	4	4.1	3	3.1	2	2.0	98	100.0
Industrial Arts	0	00.0	2	9.5	0	00.0	18	85.8	1	4.8	0	00.0	0	00.0	21	100.1
Home Economics	0	00.0	2	8.7	0	00.0	18	78.3	2	8.7	1	4.3	0	00.0	23	100.0
Foreign Language	3	8.1	2	5.4	1	2.7	28	75.7	1	2.7	0	00.0	2	5.4	37	100.0

TABLE 17
DISTRIBUTION OF TYPES OF GRADE 7 INSTRUCTIONAL ORGANIZATIONS BY SUBJECT AS REPORTED BY 106 MIDDLE SCHOOLS

Type of Instructional Organization (Grade 7)

	Self-contained Classroom		Block-of-time Plan		Back-to-back Plan		Departmental Organization		Subject Area Team		Interdis-ciplinary Team		Other		TOTALS	
Subject	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lang.Arts	1	0.9	13	12.3	3	2.8	78	73.6	4	3.9	6	5.7	1	0.9	106	100.1
Social Studies	1	0.9	9	8.5	3	2.8	84	79.2	3	2.8	5	4.7	1	0.9	106	99.8
Mathematics	0	00.0	2	1.9	1	0.9	93	87.7	3	2.8	6	5.7	1	0.9	106	99.9
Science	0	00.0	3	2.9	2	1.9	90	87.3	2	1.9	5	4.9	1	1.0	103	99.9
Art	2	2.3	3	3.4	2	2.3	79	90.8	0	00.0	0	00.0	1	1.1	87	99.9
Music	0	00.0	3	3.1	2	2.1	88	90.8	2	2.1	1	1.0	1	1.0	97	100.1
Physical Education	1	1.0	3	2.9	3	2.9	92	87.7	3	2.9	1	1.0	1	1.0	105	99.4
Industrial Arts	0	00.0	0	00.0	2	3.7	52	92.8	1	1.8	0	00.0	1	1.8	56	100.1
Home Economics	0	00.0	1	1.7	2	3.4	52	88.2	2	3.4	1	1.7	1	1.7	59	100.1
Foreign Language	0	00.0	1	2.1	2	4.2	43	89.7	1	2.1	0	00.0	1	2.1	48	100.2

TABLE 18
DISTRIBUTION OF TYPES OF GRADE 8 INSTRUCTIONAL ORGANIZATIONS BY SUBJECT AS REPORTED BY 106 MIDDLE SCHOOLS'

Type of Instructional Organization (Grade 8)

Subject	Self-contained Classroom		Block-of-time Plan		Back-to-back Plan		Departmental Organization		Subject Area Team		Interdisciplinary Team		Other ..		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lang. Arts	1	0.9	14	13.2	3	2.8	78	73.6	3	2.8	6	5.7	1	0.9	106	99.9
Social Studies	2	1.9	11	10.4	2	1.9	80	75.5	4	3.9	6	5.7	1	0.9	106	100.2
Mathematics	0	00.0	1	1.0	1	1.0	93	88.6	3	2.9	6	5.7	1	1.0	105	100.2
Science	0	00.0	2	1.9	3	2.8	92	86.8	2	1.9	6	5.7	1	0.9	106	100.0
Art	2	2.3	1	1.2	2	2.3	79	91.8	0	00.0	1	1.2	1	1.2	86	100.0
Music	0	00.0	0	00.0	1	1.0	90	93.8	2	2.1	2	2.1	1	1.0	96	100.0
Physical Education	0	00.0	0	00.0	3	2.9	94	91.3	3	2.9	2	1.9	1	1.0	103	100.0
Industrial Arts	0	00.0	0	00.0	3	4.7	58	90.7	2	3.1	0	00.0	1	1.6	64	100.1
Home Economics	0	00.0	0	00.0	3	4.5	58	87.8	3	4.5	1	1.5	1	1.5	66	99.8
Foreign Language	0	00.0	1	1.6	2	3.2	56	90.3	1	1.6	1	1.6	1	1.6	62	99.9

Grouping

Table 19 reports the respondents' checks as to criteria employed in grouping students for homeroom, required subjects, and elective offerings. Over half of the schools apparently use some type of homogeneous grouping in required subjects, with teacher recommendations being the most frequent criterion, and I.Q. tests, achievement tests, and previous school marks also each checked as one criterion by half or more of the schools. Only 6 of the schools checked only a single criterion for grouping in required subjects, these being either achievement tests, teacher recommendations, or age; in the other schools a combination of factors was used.

TABLE 19
NUMBER AND PERCENT OF SCHOOLS EMPLOYING CERTAIN CRITERIA IN ASSIGNING STUDENTS TO GROUPS AS REPORTED BY 110 MIDDLE SCHOOLS*

	Criteria Employed									
	I.Q. Tests		Achievement Tests		Teacher Recommendations		Age (no. years in school)		Previous School Marks	
Grouping	No.	%	No.	%	No.	%	No.	%	No.	%
Homeroom	18	16.7	26	23.6	33	30.0	36	32.7	18	16.7
Instructional groups for required subjects	55	50.0	71	64.6	78	70.8	27	24.5	57	51.8
Instructional groups in elective offerings	15	13.6	19	17.3	30	27.3	13	11.8	16	14.5

*Eight schools reported none at all.

Apparently a relatively small number of schools attempt homogeneous grouping in assigning students to homerooms and elective subjects. Teacher recommendations is again the most frequently used criterion for elective subjects and second only to age for homeroom groupings.

Table 20 reports the use of large group instruction by subjects and grades. Though used in a relatively small number of schools, there is a perceptible increase from lower to higher grades especially in language arts, social studies, science, and physical education.

TABLE 20

NUMBER AND PERCENT OF MIDDLE SCHOOLS UTILIZING LARGE GROUP INSTRUCTION IN CERTAIN SUBJECTS BY GRADE AS REPORTED BY 110 MIDDLE SCHOOLS*

Subject	Grade 5		Grade 6		Grade 7		Grade 8		All Grades	
	No.	%	No.	%	No.	%	No.	%	No.	%
Language Arts	0	00.0	4	3.6	7	6.4	6	5.5	10	9.1
Social Studies	0	00.0	7	6.4	10	9.1	12	10.9	11	10.0
Mathematics	0	00.0	3	2.7	5	4.5	6	5.5	7	6.4
Science	1	0.9	4	3.6	6	5.5	8	7.3	13	11.8
Art	1	0.9	3	2.7	2	1.8	2	1.8	4	3.6
Music	4	3.6	9	8.2	15	13.6	14	12.7	7	6.4
Physical Education	3	2.7	8	7.3	9	8.2	11	10.0	32	29.1
Other	1	0.9	2	1.8	4	3.6	5	4.5	5	4.5

*Large group size ranged from 35 to 250 students.

Scheduling

Table 21 shows the distribution of schools according to types of schedules used, revealing that about 30 percent use some arrangement other than the traditional daily periods of uniform length. Five of the schools in the sample utilize modular schedules. This type of scheduling is illustrated in Appendix A by the descriptions of Schools A, E, F, and H. Another variation of schedules is described for School C. Various comments entered in the instruments and made orally in the schools visited further attest to wide interest in departures from conventional schedules.

TABLE 21

DISTRIBUTION OF SCHOOLS BY TYPE OF DAILY SCHEDULE UTILIZED AS REPORTED BY 108 MIDDLE SCHOOLS*

Type of Daily Schedule	No.	%
Daily periods uniform in length	76	70.3
Daily periods of varying length	17	15.7
Some periods uniform in length, some periods varying in length	10	9.3
Modular scheduling	5	4.6
Totals	108	99.9

*Schools reporting, 108 of 110.

Individualization

Three provisions for individualizing the middle school program, in addition to those already reported in relation to curriculum opportunities, were especially examined and are reported in this section. Readers are also referred to Appendix A for illustrations of provisions for individualization described for the various illustrative schools, A-H.

Table 22 reports the provisions of independent study by type and grade. The most common provision, although in less than 20 percent of the schools at any grade level, is that of scheduled independent study time. The number of schools providing for released time from classes for independent study, and for work experience increases from lower to higher grades. Relatively few schools provide seminars and individually-planned programs at any grade level.

TABLE 22

NUMBER AND PERCENT OF MIDDLE SCHOOLS USING CERTAIN TYPES OF INDEPENDENT STUDY BY GRADE AS REPORTED BY 110 MIDDLE SCHOOLS*

	Grade 5		Grade 6		Grade 7		Grade 8	
	No.	%	No.	%	No.	%	No.	%
Some students released part or all of the time from one or more classes, for independent study	1	2.4	10	9.1	19	17.3	20	18.8
Groups of students with special interest in some curriculum area work as a seminar	0	00.0	4	3.6	4	3.6	6	5.7
Some students have individually-planned programs with regularly scheduled time for independent study	0	00.0	1	0.9	7	6.4	55	4.7
All students have some time scheduled for independent study	8	19.0	18	16.4	20	18.2	20	18.9
Some students have time scheduled for work experience with faculty supervision	2	4.8	4	3.6	8	7.3	10	9.4

*Percents based on schools having grade 5, 42; grade 6, and 7, 110; grade 8, 106.

Since marking and reporting systems also reflect concern for individual differences, the survey instrument also included questions as to these systems. Table 23 shows that the letter scale is the most common system, but it is noteworthy that 46 (41.8 per cent) of the schools use regularly scheduled parent conferences. Even more relevant to individualization is the use by 15 (13.6 percent) of the schools of a dual system in which one mark is based on the individual's own potential, the other on comparative achievement.

TABLE 23
NUMBER AND PERCENT OF MIDDLE SCHOOLS USING VARIOUS SYSTEMS OF REPORTING PUPIL PROGRESS AS REPORTED BY 110 MIDDLE SCHOOLS:

System of Reporting Pupil Progress	No.	%
Letter scale (A to E, etc.)	95	86.3
Regularly scheduled parent conferences	46	41.8
Satisfactory-Unsatisfactory scale	28	25.5
Informal written notes	51	46.3
Dual system (Compared with his group and his own potential)	15	13.6
Number scale (1-5, etc.)	14	12.7
Work scale (Excellent, good, etc.)	7	6.4
Percentage marks	6	5.5
Other*	21	19.1

*Others commonly mentioned: conferences as needed (9), interim reports (8).

Table 24 reports the number and percent of schools using each of various personnel for counseling pupils. Opportunities of teachers for counseling and thus for relating to individual pupils they also teach appear very frequent; in fact, the most frequently reported person as one responsible for counseling is the homeroom teacher, and the number of schools designating classroom teachers as responsible is almost as large as that for full-time counselors.

TABLE 24
NUMBER AND PERCENT OF MIDDLE SCHOOLS UTILIZING CERTAIN PERSONS FOR THE COUNSELING OF PUPILS AS REPORTED BY 110 MIDDLE SCHOOLS

Persons Responsible for Counseling	No.	%
Homeroom (home base)teacher	60	54.6
Full-time counselors	52	47.3
Regular classroom teachers	49	44.6
Part-time counselors	26	24.6
Others*	24	21.8

*Others reported: principals (20), assistant principals (8),

Reactions to the Middle School

Table 25 reports the estimates of the respondents as to the reactions of various groups to the middle school. Noteworthy is the fact that only one school reported that a single group was opposed--in this case, the parents. Relatively low percents reported "indifferent" reactions, the percent (16.4) being highest for the general public. The respondents more frequently regarded staff reaction as "enthusiastic" than they did student body and parents. Table 25 shows the respondents' estimates that in general the reactions were highly favorable.

TABLE 25
DISTRIBUTION OF 110 MIDDLE SCHOOLS REPORTING REACTIONS OF CERTAIN GROUPS TO THE MIDDLE SCHOOL ORGANIZATION

	Enthusiastic		Favorable		Indifferent		Opposed		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%
Attitude of student body	28	25.4	75	68.2	7	6.4	0	00.0	110	100.0
Attitude of staff	44	40.0	63	57.3	3	2.7	0	00.0	110	100.0
Attitude of parents	24	21.8	76	69.1	9	8.2	1	0.9	110	100.0
Attitude of general public	16	14.5	76	69.1	18	16.4	0	00.0	110	100.0

Reactions may also be implied from the open-ended item returns. In response to the request for a list of major problems encountered in establishing the middle school, many items were listed but the most frequent ones were teacher adjustment, facilities, finances, and excessive pupil populations. It is inferred from the absence of problem statements as to opposition and unfavorable reactions, that the chief barriers to effective middle schools were perceived as tangible ones in achieving goals rather than dissatisfaction with the goals themselves.

In response to the request for descriptions of plans for evaluating the middle school, numerous plans were listed, especially standardized tests, follow-up studies, accrediting evaluations, and self-study programs. Several respondents indicated need for additional evaluation plans and others that plans were in process. No respondent suggested that unfavorable evaluations had been made or that evaluations were being demanded by school critics.

Thus, so far as this survey determined, the reactions to the 110 middle schools included are favorable. In fact, 80 of the 110 replies were "No" to the question, "Do you anticipate changing to a different type of organizational plan within the next two to five years?", and no information is available as to the types of change anticipated by the other 30 schools. The present author is inclined to regard this situation as one of perhaps undue complacency, and will note in the final section of this report some relevant conclusions and recommendations.

III

CONCLUSIONS AND RECOMMENDATIONS

This project has accomplished its primary objective of determining bench-mark data as to the identification and description of middle school organizations differing from the now traditional grade 7-9 junior high school pattern. A total of 1101 schools defined herein as middle schools were identified, and a 10 percent random sample (110 schools) was surveyed for organizational characteristics. From these data, viewed in the context of criticisms of the 6-3-3 school ladder and claims for the new middle school organization, the following major conclusions are drawn:

1. There is definitely a current movement toward grade 5-8 and 6-8 school organizations in the middle of the school ladder; of the sample, approximately 90 percent have been established in the 1960's, and nearly half (42.9 percent) during the last two years (1966 and 1967).

2. Aims generally stated, both in the literature and by the respondents for the schools in the sample, such as "to remedy the weaknesses of the junior high school" and "to provide a program specifically designed for this age group "are not generally reflected in the curriculum plan and instructional organization of the schools surveyed. The program of studies is generally comparable to that of these grades in predecessor organizations, with a relatively sparse offering of elective and other curriculum opportunities, especially for grades 5 and 6. Instructional organization for grade 5 is most frequently similar to that of the elementary school, with the departmentalization pattern of the junior high school introduced even here and becoming the predominant organization in the other grades.

3. Despite the marked tendency of the newer grade organizations to resemble in program of studies and instructional organization the predecessor organizations and especially the grade 7-9 junior high school, there are certain observable developments which could be forerunners of a more general movement toward middle schools that do indeed differ from the prevailing junior high school pattern and, for grades 5 and 6, the elementary school as well. The following such developments are noted:

a. A sizable number (30 percent) of the middle schools are utilizing variable and modular schedules differing from the conventional uniform daily schedule of equal periods.

b. Independent study arrangements are being provided in some 20 percent of the schools.

c. Team teaching patterns are infrequently used but seem more frequent in schools recently established in new facilities, and numerous respondents indicated as plans for the future the development of such patterns.

d. Reporting and marking systems are not uniform, and many schools are attempting plans which reflect interest in individual progress.

e. Many larger schools do offer a wide range of exploratory curriculum opportunities, and several respondents expressed interest in developing expanded programs.

f. Answers to the open-ended items in the survey and interviews in the schools visited revealed considerable dissatisfaction with certain "inherited" arrangements, and various plans for future modifications designed to meet the needs of children of middle school age.

In light of this project and its conclusions, the following major recommendations are offered:

1. Critical evaluations, probably by comparative studies of the new and traditional organizations, are needed to determine how the new ones differ, especially in terms of educational results, and how the organizations might be improved.

2. School districts contemplating changes in their organizational ladder should carefully plan the programs and instructional organizations of new schools to relate to the educational purposes and pupil populations of the latter. Even if overcrowded conditions necessitate new organizations, the latter can be planned to provide for the unique educational needs of the new age range rather than merely copying patterns characteristic of predecessor grade arrangements.

3. Suspecting that a major reason for the lack of innovation in the new organizations is their transplanting of personnel from the old ones -- and this explanation was frequently suggested by respondents and interviewers -- a primary need is the training of personnel specifically for the new organization. Preservice and inservice education programs must be developed to provide an input of innovative programs and organizational practices, if the new organizations are to really differ from the old ones.

APPENDIX A
DESCRIPTIONS OF ILLUSTRATIVE MIDDLE SCHOOLS

ILLUSTRATIVE MIDDLE SCHOOL A*

(Drew Junior High School, 1801 N.W. 60th Street, Miami, Florida)

Background

Drew Junior High School, a 6-9 middle school organization in 1967-68, is located in the north central section of Dade County, Florida, and is a unit within the North Central District, Dade County Schools. The total enrollment of 1685 students is served by 87 professional staff members. The facility is a new, two-story, air-conditioned and carpeted building, opened in 1967 and designed specifically to accommodate the middle school program. Extraordinary features of the building are a large auditorium which may be partitioned for use as large group instructional areas, independent study rooms and areas, and the "loft" area, a large open expanse in the center of the second floor which is equipped with movable partitions so that the area may be utilized in several different room sizes and arrangements.

The school complex, which includes a K-5 elementary school, is located in an all-Negro, low socio-economic area, with most residents living in compact apartments. The attitude of the community toward the school program is generally favorable.

Stated reasons for the establishment of the middle school program were to better bridge the elementary and the high schools, to remedy the weaknesses of the junior high school, to eliminate crowded conditions in other schools, to provide a program specifically designed for students in this age group, to try out various innovations, to use some plans which have been successfully implemented in other school systems, and to better individualize instruction. The decision to adopt this organization was made at the county and district levels. Since this is the first year of operation, the program is continually being evaluated and adjusted to meet the original goals. There is one other middle school in the district. Approximately 85 percent of the staff spent the summer of 1967 planning for the opening of the new plant. Staff members were enrolled and compensated for participation in a six-week workshop, during which a number of consultants appeared on the agenda. Several staff members participated in a year-long middle school institute at the University of Florida during 1966-67.

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*Based on a visit by William M. Alexander and Ronald P. Kealy on May 15, 1968, and interviews with J. L. Jones, Principal; Joseph W. Sharron, Assistant Principal; Edward M. Trauschke, Curriculum Coordinator; and staff members and students.

The staff is generally enthusiastic about the middle school program with major problems being stated as the delayed completion of the building, excessive student population, and adjustment to team planning and teaching. Most of the staff interviewed would favor a 6-8 organization. The staff is a combination of teachers with secondary school background and a few with elementary school background. A few teachers have a dual certification. Special staff positions are one assistant principal (administration), one assistant principal (curriculum), one assistant principal (guidance), six full-time counselors, one curriculum coordinator, and eight Continuing Education Center consultants. The Continuing Education Center augments the regular teaching staff with people who are available for demonstration teaching, subject and interdisciplinary planning, cooperative team teaching, individual or group planning, and unit resources. Federal funds of this Center also make available such services as materials production workshop, special audio-visual equipment, additional instructional materials, and consultants. Ten non-certified personnel are employed regularly for clerical assistance to teachers, test scoring, operation of audio-visual equipment, monitoring large group instruction, and helping individual students.

Drew Junior High School is fed by eight elementary schools and in turn feeds three high schools. Articulation between Drew Junior High School and the elementary and high schools is provided for by joint curriculum planning activities, arrangements for inter-school visitation, sharing of information about school programs, obtaining and providing data about incoming and outgoing students, and orientation programs for students.

Program of Studies

The course offerings for grades 6-9 are divided into three phases and are designated as Phases A, B, and C. Required subjects included in Phase A are mathematics and science, with these subjects as electives: art, industrial technology, home arts, clothing and textiles, foods and nutrition, and health and grooming. In Phase B, required subjects are English, social studies, and reading, with the electives including drama, graphics, typing, business education, speech, French, Spanish, communicative arts, directed study, and independent study. Phase C includes the required courses of physical education, music, and group guidance. Each phase of the curriculum basically represents one-third (two hours) of the total school day, excluding time for lunch and home station. Students may enroll in at least two electives from Phases A and/or B in addition to the required courses in each phase, the flexibility here permitting time in directed study or independent study as needed by the student. A breakdown of the approximate amount of time per week allocated to each subject is given in Figure A-1. Other curriculum opportunities are intramural athletics, interschool athletics, band, orchestra, chorus, student government, student publications, speech, dramatics, photography, arts and crafts, social dancing, and school parties.

FIGURE A-1

NUMBER MINUTES PER WEEK SCHEDULED FOR VARIOUS SUBJECTS*

	Required Subjects			Elective Subjects	
Phase A	Mathematics	300	Phase A	Art	150 min.
	Science	min.		Industrial Tech.	150
				Home Arts	150
Phase B	English			Clothing & Text.	150
	Social Studies	300		Foods & Nutr.	150
	Reading	min.		Health & Groom.	150
Phase C	Physical Ed.	300	Phase B	Drama	150
	Music	300		Graphics	150
	Grp. Guidance	Varies		Typing	150
				Business Ed.	150
				Speech	150
				Foreign Lang.	150
				Comm. Arts	150
				Directed Study	150
				Indep. Study	150

*This is estimated time per week since flexible scheduling within each phase allows variation from week to week.

Instructional Organization and Arrangements

The school population is divided into three groups of approximately 560 students each. The youngest group is composed mostly of students who would normally be sixth and seventh graders, with a few eighth and perhaps a few ninth graders. This group of students comprise what is designated as Little School One. Similarly, a middle-age group of students, who would normally be mostly seventh and eighth graders with a few sixth and ninth graders, comprise Little School Two. A group of older students, who would normally be mostly eighth and ninth graders, with a few sixth and seventh graders, make up Little School Three. Initially, students are assigned to little schools on the basis of chronological age, but may be moved from one little school to another on the basis of physical, social, or emotional development. Interdisciplinary teams of teachers are assigned to each little school, the only exceptions being the teachers of special areas of instruction, such as art, business education, foreign language, in which there are fewer than three teachers in the given area. In these cases, teachers teach their subject in more than one little school on a departmentalized basis. Team planning is done by teachers within little schools, within phases, by subject area, and across phases. Each little school is divided into four sections of approximately 140 students each. Phase teams of 4-6 teachers work with these sections during a class period, exceptions again being those subject areas that are departmentalized. Large and small group instruction, with group size ranging from 5-80, is utilized in each section as the situation warrants. Each phase team works with each of the four sections of the little school during their schedule. Teachers have approximately two hours per day for use in team and individual planning. On alternating weeks, teachers are assigned to the directed study program for one half-hour of their daily planning time.

The school day is arranged into 27 modules of 15 minutes each, with students spending approximately eight modules in each of the three phases, two modules for lunch, and one module for home station. The amount of time spent in any given subject area is determined by the identified needs, interests and abilities of the student and is adjusted cooperatively by the teachers within each phase as often as necessary. A typical student schedule may be seen in Figure A-2.

Counseling of students is the responsibility of the home station teachers, regular classroom teachers, and the full-time counselors. The home station meets for 15 minutes daily. Two full-time counselors are assigned to each little school, and hold group guidance sessions regularly with groups of 10-15 students. These students are scheduled by their counselors to these sessions from their physical education and music classes. Each student is involved in group guidance approximately once every two weeks. These sessions are devoted to problems of self-appraisal, educational or vocational guidance, personal adjustment and interpersonal relationships, and may include a variety of activities. Individual conferences are scheduled as the need arises and the counselors also administer the standardized testing program.

A dual system of reporting pupil progress indicates the student's progress as compared with his group and with his own potential, and utilizes a 1-3 number scale (1 - satisfactory, 2 - further effort necessary, 3 - must improve, conference requested). This report, along with a report of citizenship, effort, and class attendance, is sent to

FIGURE A-2

TYPICAL STUDENT SCHEDULE*

Module**		Module	
1	Home Station	14	Lunch
2	Math/Science (Phase A)	15	"
3	" "	16	Physical Education
4	" "	17	" "
5	" "	18	" "
6	Phase A Elective	19	" "
7	" "	20	English/Soc. St./Reading(Phase B)
8	Phase A Elective	21	" " "
9	" "	22	" " "
10	Music	23	" " "
11	"	24	Phase B Elective
12	"	25	" "
13	"	26	Phase B Elective
		27	" "

*The schedule within the Phase A and Phase B blocks of time is determined by the team and may vary from day to day.

**Each module is 15 minutes in length.

parents each six weeks. Parent-teacher conferences are scheduled as necessary and informal written notes are also used. Pupil progress from year to year through the middle school is to be determined by general achievement and achievement in separate subject fields.

Approaches to Individualization

Small group and individual counseling, described above, is one approach to individualization as is the wide range of electives provided in the program. The directed study program is designed to help students gain skills needed for independent study and to identify students' interests. This program is taught back-to-back with another Phase B elective, meeting three days one week and two days the next week, although a student needing this may have directed study daily or a student not needing it may take some other elective. Some skills taught in directed study are use of audio-visual tools, practice in alphabetizing, use of oral and written directions, working alone and in groups, and use of listening skills. Activities include discussion groups, plays, work with visual materials packets, use of films and film strips, guest speakers, and field trips.

Students are admitted to the independent study program on the basis of maturity and readiness. In this program, students engage in activities independent of other students and in large part independent of immediate teacher direction. Examples are reading, writing, research, conferences, and using teaching machines and other automated instructional devices. Flexible scheduling and grouping procedures by teams within little schools and phases are designed to allow teachers to attend to individual needs and interests of students. The nongraded, individualized approach allows the student to progress in each subject area at his own rate. Pupil progress is reported partly on the basis of comparison with the student's own potential.

Plans for the Future

Scheduled to be installed during the summer of 1968 is a $250,000 dial-access audio-visual-video system, featuring dial-access to programs provided through an Audio-Visual Control Center to group areas and individual carrels. Evaluations and adjustments in the middle school program are continually being made to promote the achievement of school objectives.

Summary: Distinguishing Characteristics

Drew Junior High School can briefly be described as a 6-9 nongraded middle school organization with three "little schools" incorporating team teaching and planning and flexible scheduling and grouping practices. Other distinguishing characteristics are the directed and independent study programs, the wide selection of electives, the three-phase approach to curriculum, the group guidance program, and the Continuing Education Center.

ILLUSTRATIVE MIDDLE SCHOOL B*

(Taylor Junior High School, 8200 Guadalupe Trail, N.W., Albuquerque, New Mexico)

Background

Taylor Junior High School, a 6-8 middle school organization, is located in a residential suburb of Albuquerque and is a unit of the Albuquerque Schools. It has a total enrollment of 710 students who are served by 36 professional staff members. Within a section of the facility is also housed a 1-5 elementary school. The community served is predominantly middle and lower class with about 14 percent of the middle school students being classified as culturally deprived. The community, as a whole, is interested in the activities of the school.

The present 6-8 organization was initiated in 1966 to replace the previously existing 7-9 junior high school organization. Reasons given for this reorganization were to move grade nine into the high school, to provide more specialization in grade six, to better bridge the elementary and the high schools, to remedy the weaknesses of the junior high achool, to provide a program specifically designed for children in this age group, to try out various innovations, and to use plans which have been successfully implemented in other school systems. Persons involved in deciding on the reorganization were principals, system-level organization, teachers, and parents with the principals and system-level administration being most influential. Two other middle schools were organized within the district, to be included in a three-year experimental program along with Taylor Junior High School. Preparation for the change was made through a full year of faculty study and planning, occasional planning sessions of prospective middle school faculty members, some visitation of schools with similar plans in operation, and in-service meetings of prospective faculty members with consultants on middle school development. The community was receptive to the new organization, although some parents were concerned about sixth graders being with older students and the fact that there was no interscholastic athletic program.

The staff is mainly composed of teachers with secondary preparation with the exception of the sixth grade core teachers who have had an elementary school teaching background. Special positions include one assistant principal and two full-time counselors, one of whom also works with the elementary school. There are no non-certified personnel employed regularly in the school.

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*Based on a visit by Ronald P. Kealy on May 17, 1968, and interviews with Lionel O'Neal, Principal, and staff members and students.

Taylor Junior High School is fed by three elementary schools and in turn feeds one high school. Articulation between these schools is provided for by joint workshops for teachers of all levels, joint curriculum planning activities, occasional interschool visitation, some sharing of faculty, pupil data records, and orientation programs. More articulation occurs between the middle school and the elementary school in the same facility than occurs among other schools.

Program of Studies

Subjects required for a full year in all grades are language arts, social studies, and mathematics. Science, physical education and art are required for a half-year in grades six and seven, music for a half-year in grade six, industrial arts or home economics for a half-year in grade seven, and physical education for a full year in grade eight. Electives are instrumental music in all grades, foreign language in grades seven and eight, and science, vocal music, art, industrial arts or home economics, and dramatics in grade eight. A remedial reading program, directed by a system reading specialist, is available for those students needing help in this area. A breakdown of amount of time per week devoted to the subject areas is shown in Figure B-1. Other curriculum opportunities are intramural athletics, student government, student publications, social dancing, recreational sports, and first aid.

FIGURE B-1

NUMBER MINUTES PER WEEK SCHEDULED FOR SUBJECT AREAS BY GRADES

Required Subjects	Grade 6	Grade 7	Grade 8
Language Arts	500 min.	500 min.	250 min.
Social Studeis	250	250	250
Science	250 (½ yr.)	250 (½ yr.)	
Mathematics	250	250	250
Physical Education	250 (½ yr.)	250 (½ yr.)	250
Art	250 (½ yr.)	250 (½ yr.)	
Music	250 (½ yr.)		
Home Economics (Girls)		250 (½ yr.)	
Industrial Arts (Boys)		250 (½ yr.)	
Elective Subjects			
Science			250 min.
Vocal Music			250
Instrumental Music	250 min.	250 min.	250
Art			250
Industrial Arts (Boys)			250
Home Economics (Girls)			250
Foreign Language		250	250

Instructional Organization and Arrangements

Language arts (English and Reading) and social studies are taught in a core-type program by the same teacher in the sixth grade and language arts is taught in such a program in the seventh grade. Other subjects are taught on a departmentalized basis with some subject area classes being scheduled at the same time so that teaming may occur if the situation warrants. Usual class size ranges from 30-33 students. Homogeneous grouping is used for mathematics only, based on I.Q. tests, achievement tests, teacher recommendations, and previous school marks as criteria for placement in a three-level system. Large group instruction is sometimes used in the science classes and small group instruction is used within the various subject area classrooms.

Students have a similar schedule each day during the week. There are six periods per day, each 50 minutes long, plus an additional 50-minute period for lunch and recess. Each teacher teaches six classes per day. Typical student schedules are illustrated in Figure B-2.

FIGURE B-2

TYPICAL STUDENT SCHEDULE*

Period***	Grade 6	Grade 7	Grade 8
1	English*	Home Economics	Mathematics
2	Reading*	Social Studies	Industrial Arts
3	Physical Ed.	Mathematics	Physical Ed.
4A	Lunch	Lunch	Social Studies
4B	Mathematics	Physical Ed.	Lunch
5	Social Studies*	English**	Science
6	Music	Reading**	Language Arts

* and ** Taught by the same teacher in a core-type program
*** Each period is 50 minutes in length

Responsibility for counseling is assigned to the homeroom teacher, the counselors, the principal and the assistant principal. Counselors work with teachers in the area of guidance techniques and also counsel individual students upon recommendation of teachers. They also administer the standardized testing program.

Pupil progress is reported by an A-E letter scale each quarter and informal written notes are also used. Progress in citizenship, work habits, attitudes, and effort are reported as well as progress in subject areas. Parent conferences are scheduled as the need arises. Pupil progress from year to year through the school is based upon the students' general achievement as related to his ability to achieve. Approximately 5 to 8 percent attend this middle school for longer than the normal three-year period.

Approaches to Individualization

The various grouping techniques used have been described above. Some students are released part of the time from one or more regular classes for independent study, and some work on a class project basis in small groups in special areas of interest. Teachers are encouraged to provide some independent study time for all students.

Plans for the Future

An evaluation committee of system-level administrators is assessing the experimental middle school program in order to determine the direction to be taken by the system with regard to the middle school concept. At Taylor Junior High School, an effort will be made next year to strengthen the independent study program and to do more in the area of team teaching. Informal evaluation of how the sixth grader adjusts to the reorganization will continue.

Summary: Distinguishing Characteristics

Taylor Junior High School can briefly be described as a 6-8 middle school organization with a basically departmentalized organizational pattern and utilizing a language arts - social studies core program in grade six, and a language arts core in grade seven. The school operates on a non-variable, six-period schedule, and is a part of a three-year experimental middle school program within the system.

ILLUSTRATIVE MIDDLE SCHOOL C*

(Del Norte School, 1501 Del Norte Street, West Covina, California)

Background

Del Norte School is a 5-8 middle school organization, located in West Covina, California, just west of Los Angeles, and is a unit of the West Covina Unified School District. The total enrollment of 691 is served by 25 professional staff members. The community in which the school operates has grown very rapidly in the last several years, is predominantly residential, and is mainly middle class. Minority groups represented are Orientals, Negroes, and Spanish-Americans, with the Spanish-American group comprising the largest total of these. The community, as a whole, has above average interest in the school program.

The school district converted from a K-8 elementary program to a K-5, 6-8 program, in 1965. Del Norte School also houses grade 5 due to crowded conditions in its feeder elementary school, but this grade is not actually a part of the intermediate program. The other five middle schools in the district are 6-8 organizations. The reasons stated for the establishment of the middle school program were to provide more specialization in grade 6, to bridge better the elementary and the high schools, to provide a program specifically designed for students in this age group, and to better utilize the strengths and interests of teachers. Principals, teachers, system-level administration, and the state department of education were involved in the decision to reorganize, with the principals and teachers regarded as being the most influential. The community as a whole was receptive to this reorganization. Preparation for the change was accomplished by faculty study and planning groups who met often during the year previous to the change, some visitation of schools with similar plans in operation, and meetings with consultants on middle school development.

Approximately two-thirds of the staff are teachers with backgrounds in elementary teaching, most being retained from the previous K-8 organization. Teachers with secondary school preparation teach only seventh and eighth grade students due to state certification regulations. Most teachers teach six classes per day and at least two different subjects. Special staff positions are one assistant principal and one full-time counselor. The school does not employ any noncertified personnel.

Del Norte School is fed by one K-4 elementary school and in turn feeds one high school. Articulation between the schools is provided by curriculum planning activities and workshops for teachers at all levels, sharing of information about school programs, and a high school orientation program for outgoing eighth graders. Some cooperative planning is done between the fifth and sixth grade teachers at Del Norte School.

*Based on a visit by Ronald P. Kealy on May 20, 1968, and interviews with Peter Masonis, Principal, and staff members and students.

Program of Studies

Fifth graders at Del Norte School, who are not actually a part of the middle school program, have language arts, social studies, science, mathematics, physical education, art, and music each day during the week. Required subjects for sixth, seventh, and eighth graders are language arts, social studies, mathematics, physical education, foreign language (Spanish), and reading, each taken for the entire year. Required for one half-year are science and music in grade six, and science and industrial arts (boys) or home economics (girls) in grades seven and eight. Art is required for less than one half-year in grades six, seven, and eight, and is taken from the social studies time periodically. The reading and foreign language programs are combined in grades six, seven, and eight. Electives are vocal music, instrumental music, and dramatics in grades six, seven, and eight, and art and journalism in grades seven and eight. A breakdown of the instructional time per week in each subject is shown in Figure C-1.

FIGURE C-1

NUMBER MINUTES PER WEEK SCHEDULED FOR VARIOUS COURSES BY GRADES

Required Courses	Grade 6	Grade 7	Grade 8
Language Arts	225	225	225
Social Studies	225	225	225
Mathematics	225	225	225
Physical Education	225	225	225
Science (½ year)	225	225	225
Music (½ year)	225		
Art (Included in Soc. St.)	45	45	45
Foreign Language	112½	112½	112½
Reading	112½	112½	112½
Industrial Arts (½ year)		225	225
Home Economics (½ year)		225	225
Elective Courses			
Vocal Music	225	225	225
Instrumental Music	225	225	225
Dramatics	225	225	225
Journalism		225	225
Art		225	225

Instructional Organization and Arrangements

Grade five has a completely self-contained instructional organization since it is actually still a part of the elementary program. The average class size is 33. Grades six, seven, and eight are completely departmentalized with an average of 32 students per class. Grouping for required classes is done mainly by teacher recommendation with achievement tests also being used. Three-track grouping is utilized in mathematics, and reading groups are classified as either remedial or average-high. Small groups are used in the remedial reading classes and in the low-track mathematics classes.

Students who choose not to take an elective are on a six-period day, while those who choose an elective start their day one period earlier and have a seven-period day. Periods are 45 minutes in length. There is a homeroom period of 10 minutes each day for grades six, seven, and eight, and a 40-minute lunch break. Students follow the same schedule each day of the week. Typical student schedules may be seen in Figure C-2.

FIGURE C-2

TYPICAL STUDENT SCHEDULES

	Grade 6	Grade 7 or 8
8:15 - 9:00 (Pd. 1)	Drama-Speech	Journalism
9:04 - 9:14	Homeroom	Homeroom
9:18 - 10:03 (Pd. 2)	Science	Mathematics
10:03 - 10:13	Recess	Recess
10:17 - 11:02 (Pd. 3)	Social Studies	Industrial Arts
11:06 - 11:51 (Pd. 4)	Language Arts	Social Studies
11:55 - 12:30 (Pd. 5/lunch)	Reading/Spanish	Lunch
12:34 - 1:19 (Pd. 5/lunch)	Lunch	Language Arts
1:23 - 2:08 (Pd. 6)	Mathematics	Physical Education
2:08 - 2:18	Recess	Recess
2:22 - 3:07 (Pd. 7)	Physical Education	Reading/Spanish

Pupil progress is reported on a 1-5 number scale which corresponds roughly to the A-E scale commonly used. Informal written notes are sent to parents as necessary and regularly scheduled conferences are held once each year by fifth grade teachers and as the need arises by sixth, seventh, and eighth grade teachers. Citizenship, work habits, attitudes, and effort are also reported to parents each quarter. Progress from year to year through the middle school is determined by general achievement and by achievement in separate subject fields. Very few (less than 1 percent) are retained at grade level, and only after an extensive case study and consultation with parents.

The self-contained classroom teacher takes basic responsibility for counseling in the fifth grade while the homeroom teacher and the full-time counselor have this responsibility in grades six, seven, and eight, with help from the principal and assistant principal.

Approaches to Individualization

Grouping practices in reading and mathematics have already been described. Small group instruction is utilized in the remedial reading program and in the low-track mathematics groups.

Plans for the Future

Plans are being made for a five-period day with a possible language arts-social studies core pending the repeal of certain state requirements. With this adjustment will be an increase in staff size and a more flexible schedule.

Summary: Distinguishing Characteristics

Del Norte School can be described as a departmentalized middle school organization, with self-contained fifth grade classes, not actually a part of the middle school program, housed in the same facility.

ILLUSTRATIVE MIDDLE SCHOOL D*

(Aspen Middle School, Aspen, Colorado)

Background

Aspen Middle School, a 5-8 organization, is located in Aspen, Colorado, a small community of about 2000 population, and is a unit of the Pitkin County School District. The total enrollment of 282 students is served by 13 full-time and 5 part-time staff members. The school building is the old high school building, and a new middle school building is being planned for the future. The school operates in an essentially middle and upper class community with about 7 percent of the school population being from the rural area. The community is very interested in activities of the school and residents are highly vocal in their reactions to these activities.

The 5-8 organization was first utilized in the 1966-67 school year, primarily because of the crowded conditions existing when the high school and middle school age students were housed in the same building. When a new four-year high school was completed, the 5-8 middle school organization was formulated. Reasons that have developed for the maintenance of the middle school are: to provide more specialization in grades five and six, to try out various innovations, and to provide a program specifically designed for students in this age group. Preparation for the initiation of the 5-8 organization was made by occasional planning sessions by faculty members, in-service meetings, and a nationwide survey of several operating middle schools and visitation of these by the principal. Prospective middle school teachers had reading assignments pertaining to the middle school and made reports to the staff. A Title III (ESEA) funded six-week summer program (1967) was attended by about 50 percent of the teachers who worked mainly on designing educational objectives. Several consultants participated in this summer program.

There was some concern expressed by parents with regard to fifth and sixth graders "growing up too fast" in the presence of older students, reduction in the amount of time spent in college preparatory courses, and de-emphasis of vocational preparation type activities.

The staff is composed of both elementary-prepared and secondary-prepared teachers. An authorization for a three-year exemption from state certification requirements was obtained so that elementary-prepared teachers could teach seventh and eighth graders and so that

*Based on a visit by Ronald P. Kealy on May 22, 1968, and interviews with Gerald DeFries, Principal, and staff members and students.

secondary-prepared teachers could teach fifth and sixth graders. There is one half-time counselor in the school and no non-certified personnel are employed.

Aspen Middle School is fed by one elementary school, and in turn feeds one high school, these being the only other schools in the community. Articulation between the middle school and the elementary school is promoted by the sharing of some teachers, occasional visitation by the staff, an orientation day for incoming fifth graders, and subject area curriculum planning. Articulation between the middle school and the high school is in the form of occasional teacher visitation, student use of some high school facilities, subject area curriculum planning, and the counseling of eighth graders for entrance into the high school by the high school guidance counselors.

Program of Studies

The program of studies is similar for fifth and sixth graders. Their required subjects are language arts, social studies, science, mathematics, physical education, art, music, reading, library and individually designed instruction. During the individually designed instruction time, the student is assigned to the library, and may be scheduled for special reading, language, weight training, band, or other individual work with teachers in areas in which he is interested and/or needs individual help.

Electives for fifth and sixth graders are instrumental music and foreign language (Spanish and French). Figure D-1 gives a breakdown of the amount of time per week allotted for each subject. Other curriculum opportunities include band, student government, social dancing, and "exploration", a program that will be described later.

The program of studies for seventh and eighth graders is similar, with some minor exceptions. Required subjects are language arts, social studies, science, mathematics, physical education, art, home economics, library, health, speech seminar, and creative writing. Speed reading is required for all eighth graders and individually designed instruction is required for all seventh and eighth graders except for the middle eighth grade section. Music is required in grade seven and mathematics application, a course in practical applications of mathematics, is required in the low sections of grades seven and eight. Electives are instrumental music, typing, and foreign language in grades seven and eight, and vocal music and dramatics in grade eight. Other curriculum opportunities are intramural athletics (girls), interschool athletics (boys), band, student government, school parties, social dancing, and "exploration."

FIGURE D-1

HOURS PER WEEK SCHEDULED FOR SUBJECTS BY GRADES AND SECTIONS
(to nearest ¼ hour)

	Grade 5			Grade 6		Grade 7			Grade 8		
	Sections			Sections		Sections			Sections		
	1	2	3	4	5	6	7	8	9	10	11
Mathematics	3¼	3¼	3¼	3¼	3¼	4	3¼	3¼	3-3/4	3½	3
Science	3¼	3¼	3¼	3¼	3¼	4¼	4	4	3¼	5½	4
English	3¼	3¼	3¼	3¼	3¼	*5-3/4	*5¼	4½	*5	*5¼	*4¼
Reading	3¼	3¼	3¼	3¼	3¼				3/4	3/4	3/4
Social Studies	3¼	3¼	3¼	3¼	3¼	3-3/4	3¼	3-3/4	3½	3½	3-3/4
Phy. Ed. (Boys)	2-3/4	2-3/4	2-3/4	2-3/4	2-3/4	4	4	4	5	5	6
Phy. Ed. (Girls)	2-3/4	2-3/4	2-3/4	2-3/4	2-3/4	3	3	3	3½	3½	3½
Library (Boys)	2	2-3/4	3¼	2-3/4	3	3	3	3	3½	3½	3½
Library (Girls)	2	2-3/4	3¼	2-3/4	3	2½	2½	5	3	3	3½
I.D.I.**(Boys)	3-3/4	3	2¼	3	2-3/4	2	3	3¼	1		½
I.D.I.**(Girls)	3-3/4	3	2½	3	2-3/4	2	3	3¼	1		½
Art	1	1	1	1	1	1	2	1½	2½	2	2
Chorus	1	1	3/4	3/4	3/4	3/4	3/4	3/4			
Homeroom	1	1	1	1	1	½	½	½	½	½	½
Health						3/4	3/4	3/4	3/4	3/4	3/4
Exploration	1	1	1	1	1	1	1	1	1	1	1
Home Economics						1½	1½	1	2	1½	1½

*Includes Creative Writing and Speech Seminar
**Individually Designed Instruction

The exploration program is an activity period each Friday afternoon in which the student may elect some activity of his choice from a wide variety of opportunities. Teachers and members of the community select areas of their own special interest around which to design specific activity programs. Descriptions of these activities are presented to the students who may choose one area in which to participate. New activities are selected each six weeks. Some examples are: ice-skating, ski jumping, modern dance, bird watching, fly tying, Indian lore, synchronized swimming, photography, and mountain climbing.

Instructional Organization and Arrangements

All subjects in all grades are taught primarily on a departmentalized basis, with class size ranging from 4-60. Informal teaming is sometimes done between teachers of classes that meet at the same time. Team planning is done by fifth and sixth grade teachers and also the seventh and eighth grade teachers. Students are grouped for required subjects into sections on the basis of I.Q. tests, achievement tests, and teacher recommendations. There is a total of eleven sections: three fifth grade, two sixth grade, three seventh grade, and three eighth grade sections. Section 1 is the lowest fifth grade section and Section 11 is the highest eighth grade section. Students may be changed from one section to another during the course of the year upon recommendation of teachers. Grouping for elective offerings is done on the basis of student interest and teacher recommendation. Students are grouped heterogeneously for their homeroom, with fifth and sixth graders mixed, and seventh and eighth graders mixed. Grouping within the mathematics and reading classes is done on the basis of achievement. Small grouping is also utilized in the individually designed instruction periods, music, foreign language, and home economics. The schedule is variable with not all classes meeting daily and, as with the program of studies, the fifth and sixth grade schedule is similar, and the seventh and eighth grade schedule is similar. Fifth and sixth graders have a daily schedule with five periods of 40 minutes each and an additional five periods of varying length, ranging from 20 to 60 minutes. Seventh and eighth graders have three periods of 50 minutes each and an additional five periods of varying length ranging from 30 to 120 minutes. Typical student schedules may be seen in Figures D-2 and D-3.

FIGURE D-2
TYPICAL STUDENT SCHEDULE
(For Fifth or Sixth Grade)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Reading	Reading	Reading	Reading	Reading
9:10	English	English	English	English	English
9:50	Soc.St.	Soc.St.	Soc.St.	Soc.St.	Soc.St.
10:30	Recess	Recess	Recess	Recess	Recess
10:40	Science	Science	Science	Science	Science
11:20	Math.	Math.	Math.	Math.	Math.
12:00					
1:00	Phy.Ed.	Art	Phy.Ed.	I.D.I.*	Phy.Ed.
1:45					Library*
2:00	Library*	Recess	Library*	Recess	
2:15		Library*		I.D.I.*	
2:30					
2:40		Chorus			Expl.
3:00	Homeroom		Homeroom		
3:30					

*During library and individually designed instruction periods special reading, language, weight training, band and individual work with teachers will be specially scheduled for those students electing and needing this work.

FIGURE D-3

TYPICAL STUDENT SCHEDULE
(For Seventh or Eighth Grader)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Math.	Library*	Math.	Art	English
9:30	Homeroom		I.D.I.*		I.D.I.*
10:00	Phy. Ed.	Soc. St.	Phy. Ed. Band	Library*	Phy. Ed.
11:00	Soc. St.	Math. Apl.	Adv. Band		
12:00					
1:00	Health	Science	Science	Science	Math.
1:50	English		English	Speech Seminar	Speed Reading
2:40		English	Soc. St.	Soc. St.	Expl.
3:30					

*During the library and I.D.I. periods special reading, language, band, and individual work with teachers will be specially scheduled for students electing and needing this work.

S (strong progress), N (normal progress), and I (Insufficient progress), are the grades used to indicate the teachers' evaluation of student progress in comparison with ability. Student ability is determined by standardized test scores, teacher observation, health records, and growth patterns. Citizenship, work habits, attitudes, effort, and subject area skills are reported also, and this report is sent to parents at the end of each nine-weeks period. Time for parent conferences is scheduled twice each year, in the fall and in the spring. Progress from year to year through the middle school is determined by age, general achievement, achievement in separate subject fields, and teacher day-to-day evaluation. Very few students (less than 1 percent) are retained at a grade level and only after considerable investigation of several criteria and consultation with parents.

Homeroom teachers and the half-time counselor are primarily responsible for guidance of the students although subject area teachers also counsel. Homeroom meets twice each week for fifth and sixth graders and once each week for seventh and eighth graders, each period being 30 minutes long. Students are allowed to choose their own homeroom teacher, in most cases being able to get their first or second choice.

Approaches to Individualization

Grouping techniques for class sections and within the mathematics and reading classes have already been discussed and are used regularly. The individually designed instruction periods provide for additional work in areas of interest and need. Provision of considerable library time allows the student to work independently and prepares him for the high school independent study program. The exploration period provides many opportunities for the student to pursue areas of interest. Reporting of pupil progress is done on the basis of the student's capabilities. Small groups in several areas provide for more direct teacher-student contact. In some cases, the student has an opportunity to work with members of the community who are skilled in areas of his interest.

Plans for the Future

Aspen Middle School is progressing toward a nongraded organization with plans for team teaching to be incorporated to a greater degree than it is at present. Next year, more teaming will be used and the amount of unscheduled time (library) will be reduced somewhat. Seventh and eighth grade boys will have industrial arts, using high school facilities. There may be a change to the 6-8 organization in the future.

Summary: Distinguishing Characteristics

The organizational pattern of Aspen Middle School can best be described as a departmentalized instructional organization incorporated into a variable schedule with not all classes meeting daily and utilizing periods of varying length. Distinguishing characteristics are the individually designed instruction plan, the exploration period, a variable schedule, and the self-selected homeroom teacher.

ILLUSTRATIVE MIDDLE SCHOOL E*

(Skiles Junior High School, 2424 Lake Street, Evanston, Illinois)

Background

Skiles Junior High School, a middle school encompassing grades 6-8, is located in Evanston, Illinois, and is a unit of Cook County School District #65. The building, completed in 1958 with an addition completed in 1963, houses approximately 860 students who are served by 53 professional staff members. The school serves essentially two distinct populations, roughly 70 percent being predominantly upper middle class whites, and the remaining 30 percent being predominantly lower class Negroes. The community has generally high interest in the school's activities.

The sixth grade was added to the previous 7-8 organization in 1967 mainly to aid desegregation and to eliminate crowded conditions in other schools. Preparation for the change to the 6-8 organization was made the previous year by bi-monthly staff study groups dealing primarily with integration and human relations. The change met slight resistance by parents who objected mainly to the bussing of their children over long distances and the break-up of the neighborhood schools.

Special positions in the school include one assistant principal and one full-time counselor. The school also employs five non-certified personnel: one full-time audio-visual operator, two clerical assistants to teachers, one clerical assistant for an experimental project, and one parent-helper in the science department.

There are three main feeder elementary schools for Skiles Junior High School, and it feeds mainly one high school, Evanston Township High School, as do the other three middle schools within the district. Articulation between the middle schools, the feeder elementary schools, and the high school is provided for through system-level subject area coordinators, a curriculum coordinator, various inter-school workshops, occasional visitation in other schools by teachers, and orientation programs for the incoming fifth-graders and the outgoing eighth-graders.

Program of Studies

The program of studies for Skiles Junior High School is essentially the same for the sixth, seventh, and eighth grades. The basic subjects are social studies, language arts, mathematics, and science. The social studies and language arts are combined in a block called general studies.

*Based on a visit by Ronald P. Kealy on May 24, 1968, and interviews with Thomas A. Sinks, Principal, and staff members and students.

Other required subjects are physical education and health, allied arts, and a foreign language (Spanish, French, or German). Sixth graders have library science for one module each week. The allied arts include four major areas: home arts, industrial arts, dramatics, and fine arts. Each pupil may choose two electives per semester from a wide selection including band, orchestra, glee club, Latin, physical education activities, meteorology, ceramics, astronomy, wood projects, and any of the subject areas in which he might wish to develop special interests. Figure E-1 gives a breakdown of the amount of time per week allotted to each subject. Other curriculum opportunities include intramural and interschool athletics for boys, student government, student publications, recreational games, and school parties.

FIGURE E-1

WEEKLY TIME DISTRIBUTION

Basic Subjects	1000 min/week
Social Studies	250 min/week
Language Arts	250 min/week
Mathematics	250 min/week
Science	250 min/week
Exemplars	615 min/week
Foreign Language	150 min/week
Allied Arts	180 min/week
Music	90 min/week
Phys. Ed. & Health	195 min/week
Other	485 min/week
Electives	210 min/week
Lunch	150 min/week
Passing	125 min/week
TOTAL	2100 min/week

Instructional Organization and Arrangements

All subjects are taught on a departmentalized basis except language arts and social studies which meet as a block-of-time called "general studies." Class size ranges from 20 to 30 students per class. Pupils are assigned to class sections on a heterogeneous basis with the same group remaining together in most learning areas. Each class section is considered a homeroom and is scheduled with the block-of-time general studies each day with the homeroom teacher. Within the general studies block, students are grouped for reading instruction according to demonstrated achievement. Grouping on this same basis is done in the mathematics class. Some team teaching is done in a back-to-back science arrangement with multi-size groups being utilized. A large-group room near the science area is used for this purpose.

A learning center with a full-time teacher in charge operates adjacent to the library. Students are cooperatively selected by the learning center director and the subject area teacher for directed independent study projects. These students are assigned to the learning center on a quarterly basis or until termination of their projects, being released from general studies or another subject area to work on their projects. The learning center contains various audio-visual materials and references, and the students may use the adjacent library. About 45 percent of the students have used the learning center this year and plans are being made for enlargement of both the facility and the program for next year.

Modular scheduling is used, with sixty modules of thirty minutes each per week. The schedule varies from day to day during the week but the weekly schedule for each class section remains the same throughout the semester. Various combinations of modules are used to provide a school day divided into periods of differing length for separate subject areas. The first eleven modules of each day are used for the required subjects and lunch, while the last period of the day is used for electives. A typical student weekly schedule may be seen in Figure E-2.

Pupil progress is reported each quarter by letter grades (A,B,C,D,E) in each of the subject areas and grades of O (outstanding), S (satisfactory), and U (unsatisfactory) in citizenship also in each of the subject areas. The homeroom teacher schedules one parent conference each year, and informal notes are sent to parents when necessary. A very small percentage (about .01 percent) of the students are retained, only after considerable investigation and consultation relating to such factors as achievement, ability, maturity, age, and attitude.

The homeroom teacher is the advisor of each student in the homeroom section and aids the student with problems or in adjusting to new situations. The full-time counselor works with individual students upon recommendation of homeroom teachers and in other referral cases and also administers the school standardized testing program.

Approaches to Individualization

Grouping techniques in reading, mathematics and science already mentioned are utilized regularly. Also, the learning center program provides directed independent study for students with special needs and/or interests. The elective program provides a variety of areas for developing special interests of students.

FIGURE E-2
TYPICAL STUDENT SCHEDULE *

Module	Monday	Tuesday	Wednesday	Thursday	Friday
1	All.Arts	All.Arts	All.Arts	Science	All.Arts
2	"	Phy. Ed.	"	"	"
3	Gen. St.	"	Gen. St.	"	Science
4	"	Math.	Math.	Math.	"
5	Math.	"	"	"	Math.
6	Science	Gen. St.	Gen. St.	Gen. St.	Lunch
7	"	"	"	"	Phy. Ed.
8	"	"	"	"	"
9	Lunch	Lunch	Lunch	Lunch	Gen. St.
10	F.Lang.	F.Lang.	F.Lang.	F.Lang.	F.Lang.
11	Gen. St.	Music	Music	Music	Gen. St.
12	Elect.	Elect.	Elect.	Elect.	Elect.

*Sixth, seventh, and eighth graders have essentially the same type of schedule.

An experiment in the effects of individualization of instruction has been in progress in Skiles Junior High School during the past year. One group of two seventh grade sections is taking part in a planned program of individually prescribed instruction in the areas of language arts, social studies, mathematics, and science; while another group of two seventh grade sections is covering the same subject matter in the usual fashion. The experimental group is using pretests and self-direction as an approach to individualization. A comparison of the achievement of these two groups will be reported by the principal.

Plans for the Future

A self-evaluation is planned for next year, using the North Central Association criteria, procedures, materials, and visiting team.

Summary: Distinguishing Characteristics

In summary, the organizational pattern of Skiles Junior High School can be described as a departmentalized instructional organization with a block-of-time plan for language arts and social studies, all incorporated into a modular schedule. Distinguishing characteristics of the program are the modular schedule, deliberate heterogeneous grouping, the allied arts program, the learning center, the elective offerings, and the experiment on individualizing instruction.

ILLUSTRATIVE MIDDLE SCHOOL F*

(Fox Lane Middle School, Bedford, New York)

Background

Fox Lane Middle School is located on the Fox Lane Campus, near Bedford, New York, and is administered by the Bedford School District. The total enrollment of 974 students is served by 65 professional staff members. The middle school campus, opened in September, 1966, is adjacent to Fox Lane High School, and consists of three two-level buildings (academic houses) grouped around a three-story octagonal central facilities building. Nearby is a physical education building. The three academic houses are almost identical, all having divisible classrooms and large group instruction rooms, science laboratory-classrooms, sub-libraries, teacher planning centers, and large, all-purpose spaces with tables, carrels, and folding partitions. The central facilities building houses the administrative offices, health areas, the educational media center, a little theater, the central library, and the unified arts studio. The school has a school-wide electronics system which allows either student or teacher to dial an audio or video program for immediate use. Throughout the school are 30 group viewing stations and 30 carrels for one or two students with monitors and earphones. Production and utilization are coordinated through the educational media center. Programs are available originating from video tape recorders, film chains, multiplex film strip and slide projectors, audio tape decks and live camera. UHF and VHF television and AM-FM radio are available directly off the air. About 15 percent of the programs are produced by the Bedford Staff.

The school serves the four small communities of Bedford, Bedford Hills, Pound Ridge, and Mt. Kisco. This combined population represents a wide range of socio-economic levels, and, in general, has a high interest in the school program.

The reorganization of the previous 6-6 system took place in 1966. The reasons for the establishment of the 6-8 middle school were to provide a program specifically designed for children in this age group, to eliminate crowded conditions in other schools, to provide more specialization in grade six, to better bridge the elementary and the high schools, to try out various innovations, to use plans which have been successfully implemented in other schools, and to promote unification of the four communities served. Those involved in deciding on this reorganization were principals, teachers, system-level administration, the school board, parents and Educational Facilities Laboratory, Inc., which cooperated in organizing a two-day planning conference of distinguished representatives of the fields of teaching, psychology, architecture, industrial design, city planning, programed learning, school administration, library science and teacher training. A second conference with four consultants and local staff members participating planned the school design. Other planning activities were occasional planning sessions of prospective middle school faculty members, visitation of schools with similar plans, in-service meetings with consultants, and a four-week summer faculty workshop attended by approximately 80 percent of the teachers who focused on the study of nongradedness and team teaching. The community as a whole was receptive to the new organization, although some persons expressed opposition to the non-traditional program and to the expense of the new facility.

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*Based on a visit by Ronald P. Kealy and Wesley Blamick on June 5, 1968, and interviews with Peter Telfer, Principal, and staff members and students.

The teaching staff of Fox Lane Middle School reflects both elementary and secondary preparation. The school system was granted a five-year waiver of certification requirements for the middle school teachers, qualifying as an experimental program. The staffing of each academic house includes 14 teachers: three English, three social studies, three mathematics, three science, and two foreign language. For the entire school, there are five unified arts teachers, two librarians, and four physical education teachers. Special positions include a head teacher and a guidance counselor for each of the three academic houses, one department chairman (unified arts), and an audio-visual specialist. There are 16 non-certified personnel employed regularly in the school, performing duties such as clerical assistance to teachers, assistance in the library, preparation of instructional materials, operation of audio-visual equipment, general aid to teachers. In addition, six parent volunteers are utilized as tutors in grade six and twelve parent volunteers are utilized in the library from time to time.

Fox Lane Middle School is fed by four elementary schools and in turn feeds one high school. Means of articulation between the schools in the system are joint curriculum planning activities, student data records, sharing of information pertaining to school programs, and orientation programs.

Program of Studies

Each pupil spends two-thirds of his day in his academic house. This time, split into two-hour blocks, is devoted to mathematics and science in one block, and English and social studies in the other. More specific scheduling is done by teachers within these time blocks. The remaining two-hour block of the pupil's time is almost entirely spent out of his academic house in either the central facilities building or the physical education building. It is devoted to music, unified arts, and physical education. Foreign language is also scheduled in this block, in the academic houses. A skills laboratory for individual help in problem areas is scheduled for those students who are not in the foreign language program. The unified arts program is organized to bring each student to an understanding of the interrelationship of design, technique, and materials. All students, boys and girls, work in an open studio containing equipment appropriate to work in textiles, ceramics, foods, wood, graphics, metal, design, and crafts. The unified arts program is divided into three phases: the sixth grade orientation phase, in which the student is introduced to each of the eight areas; the seventh grade pre-independent phase, in which the student learns problem solving methods; and the eighth grade independence phase, in which the student works as an independent researcher and learner on self-selected projects. Other curriculum opportunities are intramural athletics, limited interschool athletics (7th and 8th graders), band, orchestra, chorus, student government, student publications, speech, dramatics, social dancing (8th graders), school parties, recreational sports and games, Coin Club, Library Club, and A-V Club. A breakdown of the amount of time per week spent in each subject area may be seen in Figure F-1.

FIGURE F-1

TIME PER WEEK SCHEDULED FOR EACH SUBJECT AREA*

	6th Grade	7th Grade	8th Grade
English-Social Studies	600 min.	450 min.	450 min.
Mathematics-Science	450 min.	600 min.	600 min.
Physical Education*	188 min.	188 min.	188 min.
Unified Arts*	113 min.	113 min.	113 min.
Music*	113 min.	113 min.	113 min.
Foreign Language*	188 min.	188 min.	188 min.
Skills Lab**	188 min.	188 min.	188 min.

*Time per week for these subject areas is an average since their schedule alternates from week to week.

**Taken by those students not in the foreign language program.

Instructional Organization and Arrangements

Teachers are not administratively assigned to teams but are jointly responsible for a given group of students, usually 25-30 in each class group. The scheduling pattern permits either individual or shared teacher efforts in the disciplines which fall within their two-hour time block. It also permits, as the need arises, the flexible regrouping of students according to ability, achievement, interest, learning activity or maturation. The unified arts program is planned and executed by a team of five teachers, one of whom is designated as a head teacher or team leader. Foreign language, music, and physical education are taught basically on a departmentalized basis. Deliberate heterogeneous grouping is used to assign students to each of the academic houses so that in each are students from all four communities, in all three grades, and of all abilities and attitudes. Within the academic houses, basic assignment of students to math-science and English-social studies blocks is by grade level, and various grouping practices are utilized by teachers within these time blocks. Large group instruction (50-60 students) is used as the situation warrants in all subject areas and each academic house has a large group instruction room. Small group instruction (2-10 students) is also used in all areas for various types of classroom activities.

The schedule is variable with not all classes meeting daily and is based on a school day of 12 modules of 30 minutes each. As has been mentioned above, the student's day is divided into three blocks of time of two hours each, one for math-science, one for English-social studies, and one for unified arts, music, physical education, and foreign language or skills laboratory. A 30-minute lunch period is taken from the math-science block in grade six, and from the English-social studies block in grades seven and eight. A typical student schedule may be seen in Figure F-2.

Responsibility for counseling students is assigned to the full-time counselor in each of the academic houses. Some counseling is done by the regular classroom teachers.

Pupil progress in subject areas is reported by percentage marks, except for the unified arts area which uses a satisfactory-unsatisfactory scale. Conduct and effort grades are also reported. Time for parent conferences is scheduled twice during the year and mid-period notices are sent to parents if the teacher feels a need to communicate in this manner. Pupil progress from year to year through the middle school is determined by age, general achievement, achievement in separate subject fields, and teacher recommendation. Only a very small number of students are ever retained at a grade level for more than one year.

Approaches to Individualization

In all grades, some students are released part or all of the time from one or more regular classes for independent study. Also, groups of students may work together in some area of special interest as a seminar. Study carrels, for one or two students, are available in each academic house and in the central library for use in special assignments, independent study, and make-up work. As noted before, 30 of these carrels are equipped with dial-access information retrieval stations. The presence of a guidance counselor in each of the academic houses gives the student more of an opportunity for individual guidance than in a normal school situation. The academic house arrangement retains a small school atmosphere so that teachers have a greater opportunity to know each student and work with them as individuals. Much of the unified arts program operates on an individual project basis so that each student may use procedures appropriate to his individual interest and ability level.

FIGURE F-2

TYPICAL STUDENT SCHEDULE

Module*	Monday	Tuesday	Wednesday	Thursday	Friday
	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	For. Lang.	Un. Arts	For. Lang.	Un. Arts	For. Lang.
2	Phys. Ed.	Music	Phys. Ed.	Music	Phys. Ed.
3					
4		For. Lang.		For. Lang.	
5	Math-Sc.	Math-Sc.	Math-Sc.	Math-Sc.	Math-Sc.
6					
7	Lunch	Lunch	Lunch	Lunch	Lunch
8	Math-Sc.	Math-Sc.	Math-Sc.	Math-Sc.	Math-Sc.
9					
10	Eng.-Soc. St.	Eng.-Soc. St.	Eng.-Soc. St.	Eng.-Soc. St.	Eng.-Soc. St.
11					
12					

*Each module is 30 minutes in length.

Note: On alternating weeks, the module 1-4 schedule as it appears here for Monday-Wednesday-Friday would be in effect on Tuesday-Thursday; and, likewise, the Tuesday-Thursday schedule as it appears here would be in effect Monday-Wednesday-Friday.

Plans for the Future

Plans are being made for 1968-69 for the use of interdisciplinary teams, with common planning time, who will present mathematics, science, English, and social studies to groups of students in seven module blocks of time. Eventually, a completely nongraded organization is hoped to be achieved. More extensive and varied use of the dial access information retrieval system is also planned, with the possibility of coordination of the library, communications, and classroom activities by a curriculum specialist. Next year, there will be a revision of the method of reporting pupil progress, introducing a dual system which indicates the student's progress as compared with his own potential as well as with his group, and doing away with percentage marks. More parent conferences will be scheduled to complement this grading system.

Summary: Distinguishing Characteristics

Fox Lane Middle School can briefly be described as a 6-8 middle school organization in which students are divided, by deliberate heterogeneous grouping, into three academic houses, each being a 6-8 "little school" organization. Within the academic houses, students are taught mathematics-science and English-social studies in a pair of two-hour blocks of time, the other subject areas being taught in the remaining two-hour blocks with students from the other academic houses. Other distinguishing features are the facility itself, with the modern five-building campus, and the dial access communication system, the team-taught unified arts program, the skills laboratory, wide use of non-certified personnel, varied grouping procedures, independent study, and the modular schedule.

ILLUSTRATIVE MIDDLE SCHOOL G*

(Fair Haven Middle School, 164 Grand Avenue, New Haven, Connecticut)

Background

Fair Haven Middle School, a unit of the New Haven City Schools, is located in the Fair Haven section of New Haven, Connecticut. This 5-8 middle school is housed in a large four-story structure and has a student enrollment of 914. A staff of 74 works in the school. The Fair Haven Middle School serves a community of people rich in ethnic backgrounds. First, second and third generation Italians, Slavs, Poles, Puerto Ricans and Irish comprise the majority of the population. About 24 percent of the population is Negro. About 78 percent of the people belong to the Catholic church. Semi-skilled workers predominate in this lower-middle class community. Although the school is classified as inner city, the community of Fair Haven is somewhat isolated from New Haven proper by the Quinnepiac River. Many of the citizens of this island community prefer to be considered as residents of Fair Haven rather than as residents of the city of New Haven. Community support and cooperation have been effectively cultivated by the professional staff of the middle school. Foundation support and money for community schools has enabled school professionals to plan, develop and implement community-wide programs for youngsters and adults after school hours in the afternoon and evening. These programs emphasize leisure time and recreational activities. Satellite programs for young people and adults are also being established in elementary feeder schools. Church groups as well as other community groups and organizations are encouraged to use school facilities and to participate in school programs. School-community relations are considered as very important determinants in planning, developing and implementing the curriculum of the Fair Haven Middle School. An illustration of this concern for community problems is the language program which has been developed specifically for foreign-born students.

The Fair Haven Middle School had previously been organized as a 7-9 junior high school but in 1965 grade nine was transferred to the high school and grade six was added to the middle school. In 1966, grade five was added to form the present 5-8 middle school. Although the Fair Haven Middle School is the only 5-8 school now in the district, the reorganization of this school is a part of a systemwide program to implement the 4-4-4 organizations throughout the system. This type of organization permits students from neighborhood schools to attend school with students from other neighborhoods at an earlier age than would occur under a 6-3-3 organization. Stated purposes of the reorganization suggested that grade nine would be better served in the senior high school and more specializa-

*Based on a visit by Wesley Blamick and Ronald P. Kealy on June 6, 1968, and interviews with Charles Flynn, Principal, and staff members and students.

tion could be provided for grades five and six if these became a part of the middle school. Planners expect that the fifth and sixth graders in the reorganized schools will have greater opportunities for acceleration.

Preparation for reorganization involved visitations to an area middle school by the administrative staff. Community members were informed about the reorganization through systemwide and local school information dissemination. Reactions from involved personnel indicated a lack of well-organized advance planning. This lack of planning resulted in administrative and instructional problems. It was stated that much more should have been done and could have been done to integrate fifth graders into the total middle school program. Reports indicate that fifth graders have had much difficulty in adjusting to the program and facilities of the middle school. A cleavage in walking patterns in the halls between fifth graders and other students was noted. Fifth graders had difficulty in eating lunch in the allotted 20-minute period. Consequently, their lunch period was extended to 29 minutes. Elementary school personnel, however, were reported to be pleased to have the extra space made available by the movement of the fifth and sixth grades to the middle school. Generally, the reaction of the student body and staff to the reorganization was favorable while the reaction of the parents and public was considered enthusiastic.

Elementary teachers have been teaching in the fifth and sixth grades while secondary teachers have been teaching in the seventh and eighth grades. The trend, however, seems to be toward the movement of more elementary teachers into the seventh and eighth grades. In addition to classroom teachers, the staff of the middle school includes a principal, two assistant principals, a guidance director, two full-time counselors and one part-time counselor. The efforts of teachers within each department are coordinated by a teacher-coordinator. Former students now attending college often come back to serve as substitutes in the school.

Eight elementary schools serve as feeder schools for the middle school and, in turn, the middle school acts as a feeder to two high schools. Articulation with the elementary schools is managed through the use of records of students and orientation programs conducted by the counselors. A film entitled "A Day at Fair Haven" is used to introduce the elementary students to the middle school. Department heads from the middle school visit informally with the elementary schools. Area supervisors coordinate the programs of the elementary schools, midlle schools and the high schools.

Program of Studies

Required subjects for all students in all grades include language arts, social studies, science, mathematics, physical education, art and music. Boys take industrial arts and girls take home economics. Elective subjects include instrumental music and foreign language. The number of periods per week devoted to each of these subjects is shown in Figure G-1.

FIGURE G-1

NUMBER PERIODS PER WEEK SCHEDULED FOR EACH SUBJECT BY GRADES

Subject	Periods per week Grade 5	Grade 6	Grade 7	Grade 8
Language Arts	5	5	5	5
Social Studies	5	5	5	5
Science	5	5	5	5
Mathematics	5	5	5	5
Physical Education	2	3	3	3
Art	1	1	2	2
Music	1	2	2	2
Industrial Arts	1	1	2	2
Home Economics	1	1	2	2
Instrumental Music	1	1	1	1

Other curriculum opportunities include: intramural and interschool athletics for boys of all grades; band, chorus, student government and student publications for all students in all grades; photography for grades seven and eight; social dancing and recreational games for grade eight; and woodwork for boys in all grades. These opportunities are provided during convenient hours of the day or after school and in some cases become a part of the community school program.

Instructional Organization and Arrangements

In grades five and six, language arts, social studies, mathematics and science instruction are taught by the same teacher in a self-contained classroom plan. Art, music, physical education, industrial arts, and home economics are taught departmentally. In grades seven and eight, all subjects are departmentalized. Class size varies from 25-27 in all grades. Large group instruction is used in all grades for physical education. Remedial reading, art and music may be taught in small groups in seventh and eighth grades. Language for foreign-born students is taught in small groups in all grades. Ability grouping is used in all grades. A special group for multi-problem students has been established in each grade. In fifth and sixth grades, seven daily periods vary in length depending on the needs of the students. In grades seven and eight, there are six periods each 47 minutes in length. The schedule for all grades may vary from day to day during the week. Sample schedules are shown in Figure G-2. Much of the counseling done in the fifth and sixth grades is done by the homeroom teacher with help on particular problems being given by counselors. In seventh and eighth grades, each student is interviewed by a counselor. Follow-up interviews are conducted when necessary. Students are invited to participate in the parent conferences which are held with the counselor. Pupil progress is reported by letter grades. Reports to parents also include information concerning citizenship, work habits, attitudes and effort of the student. Warning of failure slips are mailed to the parents before the close of each marking period. Referral files, indicating teacher referral of students to administrative offices, are kept on students.

FIGURE G-2

TYPICAL STUDENT SCHEDULES

Boy - Grade 5

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	Lang.Arts	Lang.Arts	Lang.Arts	Lang.Arts	Lang.Arts
2	Social St.	Social St.	Social St.	Social St.	Social St.
3	Science	Science	Science	WScience	Science
4	Math.	Math.	Math.	Math.	Math.
5	Elective	Phys.Ed.	Phys.Ed.	Elective	Ind. Arts
6	Art	Elective	Elective	Music	Elective

Girl - Grade 8

Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1	Social St.	Social St.	Math.	Lang. Arts	Math.
2	Lang.Arts	Lang.Arts	Lang.Arts	Social St.	Lang.Arts
3	Science	Math.	Science	Science	Science
4	Home Ec.	Elective	Phys.Ed.	Phys.Ed.	Phys.Ed.
5	Math.	Science	Elective	Math.	Social St.
6	Elective	Home Ec.	Social St.	Music	Music

Approaches to Individualization

Some students are given special tutorial work in languages or other subjects. In the fifth and sixth grades, the last period of the day is usually used for this purpose. Students with emotional amd mental problems receive individual help. Opportunities are provided for able students to work for the school during and after regular school hours.

Plans for the Future

Plans for the future are contingent upon renovation of the school building including the completion of the auditorium renovation project and continued refurbishing of classroom facilities. Consideration has been given to making the sixth grade completely departmentalized.

Distinguishing Characteristics

Basically, the instructional organizational pattern of the fifth and sixth grades for major subjects is the self-contained classroom. The seventh and eighth grades are departmentalized. Homogeneous grouping according to ability and emphasis on academic progress are utilized. The community school concept has a great influence on the program of the school.

ILLUSTRATIVE MIDDLE SCHOOL H*

(Ft. Couch Middle School, 515 Ft. Couch Road, Pittsburgh, Pa.)

Background

Ft. Couch Middle School is located in a residential suburb of Pittsburgh and is a unit of the Upper St. Clair School District. The total enrollment of 1107 students is served by 55 professional staff members in a school building that was originally designed for a K-9 program and more recently had housed grades 6-12 until the new high school was completed. The present 6-8 organization was initiated in 1962. The community is predominantly upper-middle class and is highly interested in school activities. Approximately 75 to 80 percent of the students go on to college.

Stated reasons for the establishment of the 6-8 middle school organization were mainly to provide more specialization in grade six, to provide a program specifically designed for students in this age group, and to serve the interest in a four-year high school. Other considerations were the opportunity to bridge better the elementary and the high schools, to try out various innovations, to remedy the weaknesses of the junior high school, and to use plans which have been successfully implemented in other school systems. Persons involved in deciding on this reorganization were the principal, system-level administration, and teachers, with the principal and the system-level administration being most influential. Preparation for the reorganization was in the form of three years of administration and faculty study and planning, visitation of schools with similar plans in operation, and inservice meetings of prospective faculty members with consultants on middle school development. Community reaction toward the reorganization was generally favorable although some parents had aversions to the elimination of interschool activities and removal of sixth graders from the self-contained classroom. The staff, in general, is enthusiastic about the new organization. The limitations of the facility are voiced as a problem.

Sixth grade teachers usually have an elementary school background, while seventh and eighth grade teachers have mainly secondary backgrounds. Applications for available positions are numerous and hence the school can afford to be highly selective in appointments to these positions. Certification requirements are very flexible in Pennsylvania for the middle school since it is classified as an experimental program so this poses no problem in staff selection and utilization. Special positions are one assistant principal, one full-time counselor, and four department chairmen. There are no non-certified personnel regularly employed by the school.

*Based on a visit by Ronald P. Kealy and Wesley Blamick on June 7, 1968, and interviews with Donald H. Eichhorn, Assistant Supervising Principal for the district, John Wasson, Principal, and staff members and students.

Ft. Couch Middle School is fed by three elementary schools and, in turn, feeds one high school. Articulation between these schools is provided by district workshops, limited interschool visitation, some sharing of faculty members, student data records, and orientation programs.

Program of Studies

Required subjects for grade six are language arts, social studies, mathematics-science, physical education, art, music. Students are selected for foreign language or enriched studies, a program of special help in language arts and mathematics-science. In seventh and eighth grade required subjects are language arts, social studies, science, mathematics, physical education, and music for a full year each and home economics (girls) or industrial arts (boys) for a half-year. Seventh graders have a half-year of art and eighth graders have a half-year of health. Seventh and eighth graders are selected for foreign language or enriched studies. Sixth, seventh and eighth graders are involved in a "Special Interest Program." This program provides opportunities led by appropriate staff members for pupils interested in these activities: art, audio-visual, beginning chess, chess, Collectors Hobby Club, crafts for girls, current world affairs, dramatics, educational games, girls' games, golf, cooking, sewing, Junior Red Cross, library, marionettes, mathematics, reading for pleasure, school newspaper, knitting, boys' physical fitness, school service group, girls' activity training group, band, and chorus. Intramural athletics are also provided.

A breakdown of the amount of time per week for each subject area is shown in Figure H-1.

Instructional Organization and Arrangements

The instructional organization at Ft. Couch Middle School is mainly departmentalized with the exception of the mathematics-science block and the language arts block in the sixth grade. Back-to-back scheduling in some areas allows for team teaching situations as the need arises. Class size ranges from 19-36 in grade six, an average of 28 in grade seven, and an average of 32 in grade eight. Students are grouped for required subjects by I.Q. tests, achievement tests, and teacher recommendations. For the homeroom, which meets for two periods each week as well as for a short period at the start of each day, students are grouped heterogeneously. Large group instruction is being used on an experimental basis in some social studies classes and small group instruction is used in the enriched skills program. Flexible grouping procedures are used within the classroom as the situation warrants.

FIGURE H-1

AMOUNT OF TIME PER WEEK SCHEDULED FOR VARIOUS SUBJECT AREAS BY GRADES

Required	Grade 6	Grade 7	Grade 8
Language Arts	500 min.	300 min.	300 min.
Social Studies	250	300	300
Science	200	160	160
Mathematics	200	250	250
Physical Education	100	100	100
Art	50	250(½ yr.)	
Music	50	50	50
Home Economics (Girls)		200(½ yr.)	200 (½ yr.)
Industrial Arts		200(½ yr.)	200 (½ yr.)
Reading	(In Lang.Arts)	100	100
Special Interests	120	120	120
Health			250 (½ yr.)
Homeroom	130	130	130
Others			
Foreign Language*	120	150	150
Enriched Studies	90	60	60
Study Hall	var.	var.	var.

*Students are selected for foreign language; some start in sixth grade, some start in seventh grade.

The school operates on a modular schedule with 37 modules of 10 minutes each per day, plus a 40-minute period daily used for the special interest program and homeroom. The schedule is variable with not all classes meeting daily. Typical student schedules may be seen in Figure H-2. Teachers are given approximately 30-35 modules per week for planning and preparation.

Counseling is done by the homeroom teacher, regular classroom teachers, the full-time counselor, the principal and the assistant principal. Homeroom meets for two 40-minute periods each week as well as for one 10-minute module at the beginning of each day. The full-time counselor works with teachers regarding methods of guidance, counsels students on an individual basis as the need arises, and administers the standardized testing program.

Pupil progress is reported each quarter on an A-E scale, and citizenship and effort are also reported at this time. Conferences with parents are scheduled by teachers as the need arises. Pupil progress from year to year through the middle school is determined by age, general achievement, achievement in separate subject fields, and socio-emotional development. Very few students (less than 1 percent) are retained at a grade level for more than one year.

FIGURE H-2

TYPICAL STUDENT SCHEDULE

Module	Monday	Tuesday	Wednesday	Thursday	Friday
	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1	Art	Art	Science	Science	Science
2					
3					
4					
5			Art	Music	Study Hall
6					
7					
8					
9					Soc.St.
10				Soc. St.	
11	Reading	Reading	Soc. St.		
12					
13					
14					
15					
16	Lang.Arts	Lang.Arts	Lang.Arts	Lang.Arts	Lang.Arts
17					
18					
19	Study Hall	Study Hall			
20					
21					
22	Soc. St.	Soc. St.	Study Hall	Lunch	Lunch
23					
24					
25	Lunch	Lunch	Lunch	Enrich.St.	Enrich.St.
26					
27					
	Special Int.	Special Int.	Homeroom	Special Int.	Homeroom
28	Social Sc.	Science	Math.	Math.	Math.
29					
30					
31					
32					
33	Math.	Math.	Phy.Ed.	Lang.Arts	Phy.Ed.
34					
35					
36					
37					

Approaches to Individualization

The Special Interest Program provides an opportunity for students to meet in the activity of their interest for three periods each week. These groups are sponsored by staff members qualified and interested in leading in some worthwhile activity. (See list in "Program of Studies above.) Other approaches to individualization are the grouping procedures already described and the enriched studies program.

Plans for the Future

An extensive remodeling of the school facility will begin next year, the result of which will increase opportunities to incorporate more flexible scheduling and grouping procedures. Another middle school is scheduled to open in the area in September of 1969. More extensive use of team teaching is proposed for next year.

Summary: Distinguishing Characteristics

Ft. Couch Middle School can briefly be described as a basically departmentalized 6-8 middle school organization incorporating a variable, modular schedule. A language arts core and a mathematics core in grade six is the only exception to this departmentalized instructional pattern. Other distinguishing characteristics are the special interests program and the enriched studies program.

INSTITUTE FOR CURRICULUM IMPROVEMENT
College of Education, University of Florida

SURVEY OF ORGANIZATIONAL PATTERNS OF REORGANIZED MIDDLE SCHOOLS

This survey is being conducted to make available data about the organizational patterns of reorganized middle schools. For the purposes of this survey, which is made possible by a small grant from the United States Office of Education, a middle school is defined as:

> A school which combines into one organization and facility certain school years (usually grades 5-8 or 6-8) which have in the past usually been separated in elementary and secondary schools under such plans as the 6-3-3, 6-2-4, and 6-6.

Your school has been selected in a nationwide sample of such middle schools. Your cooperation in completing and returning this form at an early date will be greatly appreciated.

Wm. M. Alexander, Director

- -

GENERAL INFORMATION

1. Name of Respondent ______________________________

2. Title ______________________________

3. Name of School ______________________________

4. Mailing Address ______________________________

5. Name of School System (District) ______________ (CITY OR COUNTY) ______________ (STATE)

6. Number of other middle schools in your system ______________

ADMINISTRATIVE ORGANIZATION

7. Please indicate by a check ☑ the grades included in your school, 1967-68:

☐ 5-7
☐ 5-8
☐ 6-8
☐ 5-9
☐ 6-9
☐ Other (specify ______________

8. Please give your current enrollment by whatever grades are included:

Grade 5 __________
Grade 6 __________
Grade 7 __________
Grade 8 __________
Grade 9 __________
Total Enrollment __________

9. What is the total number of professional staff members in your school? __________

10. Please indicate by a check the housing arrangements for students:

☐ One plant for middle school only, without separate areas for "school within a school" or individual little schools

☐ "School within a school" plan with separate areas of the plant for individual "little schools"

☐ Certain years in separate buildings on the same campus

☐ Some students housed in building (s) on another campus

☐ Housed in a plant with lower and/or higher grades

☐ Other (specify) ______________________________

11. Please indicate by as many checks as applicable any special positions in your school; if more than one person in the position, please specify the number:

☐ Assistant Principal
☐ Assistant Principal (Administration)
☐ Assistant Principal (Curriculum and/or Instruction)
☐ Assistant Principal (Guidance)
☐ Coordinator or dean, little school
☐ Dean of students
☐ Full-time counselor
☐ Coordinator of research
☐ Curriculum Coordinator
☐ Department Chairman
☐ Other (specify) ____________________

12. Please check the number of elementary schools considered as feeder schools for your middle school:

☐ One ☐ Two ☐ Three to five ☐ More than five (specify number) ____________

13. Please check the number of high schools for which your middle school is considered a feeder school:

☐ One ☐ Two ☐ More than two (specify number) ____________

14. Please check any of the following means employed by your school to provide articulation between your school and those with lower and higher grades:

☐ Provision of joint workshops, study groups, and/or faculty meetings for teachers in your school and and teachers of lower or higher grades

☐ Provision of curriculum planning activities jointly for your teachers and for teachers of higher and/or lower grades

☐ Arrangements made for your teachers to visit elementary and/or high schools

☐ Provision for sharing faculty with elementary and/or high schools

☐ Provision of information pertaining to your program, to elementary and/or high schools

☐ Obtaining data from elementary schools about students entering your school and providing the high school with data concerning your students who enter high school

☐ Provision of a day during which your students visit the high school (s) for orientation

☐ Provision of a day during which students from feeder schools visit your school

☐ Plans for your students to visit feeder schools to acquaint elementary students with your program and facilities

☐ Provision of opportunities for representatives of the high school (s) to visit your school for the purpose of orienting your students to the high school

☐ Provision for middle school students to take advanced course work in the high school

☐ Other (specify) ____

REASONS FOR THE ORGANIZATION

15. Did your school previously house grades other than those you include during the present school year? ☐ Yes ☐ No

16. In what school year did you first include your present grades? ____________

17. Please indicate by a check, to the best of your knowledge, the reasons for establishing your program to include the present school grades (Check as many as are applicable). Also, please underline those reasons which have developed since your middle school was initiated.

☐ To move grade 9 into the high school

☐ To provide more specialization in grades 5 and/or 6

☐ To bridge better the elementary and the high school

☐ To remedy the weaknesses of the junior high school

☐ To aid desegregation

☐ To eliminate crowded conditions in other schools

☐ To provide a program specifically designed for children in this age group

☐ To utilize a new school building

☐ To try out various innovations

☐ To use plans which have been successfully implemented in other school systems

☐ Other (specify) ____________________

18. Please indicate by as many checks as applicable the person (s) involved in deciding on your organization. Please underline the individual (s) or group you consider most influential in evolving the plan.

☐ Principal	☐ State department of education
☐ Teachers	☐ Survey by an outside agency
☐ System-level administration	☐ Parents
☐ Accrediting bodies	☐ Other (specify) ____________________

19. Please indicate by as many checks as applicable the activities in which your staff participated prior to opening your present middle school.

☐ A year or more of full-time faculty study and planning, in your district

☐ A year or more of full-time study by faculty representatives at a university in a program designed specifically to prepare middle school teachers

☐ Staff representation in a middle school planning project supported by ESA Title III or other special funds

☐ Summer faculty workshop of 3 or more weeks prior to the opening of the school year

☐ Occasional planning sessions of prospective middle school faculty members

☐ Visitation of schools with similar plans in operation, by staff representatives

☐ In-service meetings of prospective faculty members with consultant (s) on middle school development

☐ Other (specify) ____________________

____

____

PROGRAM OF STUDIES

Required Subjects

20. Please indicate which subjects are required for most or all students by grade level, by placing a check in the column which represents the portion of the school year a typical student in that grade would be enrolled in the subject. In the final column for each grade level please estimate the usual number of periods of instruction each week in each subject.

	Grade 5				Grade 6				Grade 7				Grade 8			
	Check 1			No. per. per wk.	Check 1			No. per. per wk.	Check 1			No. per. per wk.	Check 1			No. per. per wk.
	less than ½ yr.	½ yr.	all yr.		less than ½ yr.	½ yr.	all yr.		less than ½ yr.	½ yr.	all yr.		less than ½ yr.	½ yr.	all yr.	
Language Arts																
Social Studies																
Science																
Mathematics																
Phys. Ed.																
Art																
Music																
Industrial Arts																
Home Econ.																
Foreign Language																
Other: (specify)																
______________																
______________																
______________																
______________																
______________																
______________																

Elective Offerings

21. Please indicate which offerings are available on an elective, exploratory, or enrichment basis for students by grade level, by placing a check in the column which represents the portion of the school year a typical student in that grade would be enrolled. In the final column for each grade level please estimate the usual number of periods of instruction per week in each offering.

	Grade 5				**Grade 6**				**Grade 7**				**Grade 8**			
	Check 1			No. per. per wk.	Check 1			No. per. per wk.	Check 1			No. per. per wk.	Check 1			No. per. per wk.
	less than ½ yr.	½ yr.	all yr.		less than ½ yr.	½ yr.	all yr.		less than ½ yr.	½ yr.	all yr.		less than ½ yr.	½ yr.	all yr.	
Reading																
Science																
Soc. Studies																
Creative Writing																
Math.																
Vocal Music																
Instrumental Music																
Typing																
Art																
Industrial Arts																
Home Econ.																
Dramatics																
Speech																
Journalism																
Foreign Language																
Other: (specify)																
________________																

OTHER CURRICULUM OPPORTUNITIES

22. Please indicate by grade level the offering of the following activities in your school. If an activity is offered of each of grades 5-8, please place a check in the "All Grades" column. Also please indicate whether the activity is offered during or outside regular school hours.

ACTIVITY	GRADES					SCHEDULE	
	5	6	7	8	All Grades	School Hours	Outside School Hours
Intramural Athletics (Boys)							
Intramural Athletics (Girls)							
Interschool Athletics (Boys)							
Interschool Athletics (Girls)							
Band							
Orchestra							
Chorus							
Student Government							
Student Publications							
Speech							
Dramatics							
First Aid							
Photography							
Arts and Crafts							
Honor Societies							
Social Dancing							
School Parties							
Recreational Sports (such as bowling)							
Recreational Games (such as chess)							
Other (specify)							

GRADE 5 INSTRUCTIONAL ORGANIZATION

23. Please indicate by a check the instructional pattern employed and the subjects which are included in the plan. In the final column please indicate the usual class size (or range, if large and small group organization used) in each instructional pattern.

GRADE 5

INSTRUCTIONAL PATTERN	SUBJECT										
	Lang. Arts	Soc. St.	Math.	Sci.	Art	Music	P. E.	Ind. Arts	Home Econ.	For. Lang.	Usual class size (or range)
Self-contained classroom—same teacher for all subjects checked											
Block-of-time plan—same teacher for subjects checked											
Back-to-back plan—same 2 or more teachers for 2 or more sections of subjects checked											
Taught in a departmental organization by teacher of this subject only											
Taught by a team of two or more teachers teaming for this subject only											
Taught by a team of two or more teachers teaming for the subjects checked											
Other (specify)											

GRADE 6 INSTRUCTIONAL ORGANIZATION

24. Please indicate by a check the instructional pattern employed and the subjects which are included in the plan. In the final column please indicate the usual class size (or range, if large and small group organization used) in each instructional pattern.

GRADE 6

INSTRUCTIONAL PATTERN	SUBJECT										
	Lang. Arts	Soc. St.	Math.	Sci.	Art	Music	P. E.	Ind. Arts	Home Econ.	For. Lang.	Usual class size (or range)
Self-contained classroom—same teacher for all subjects checked											
Block-of-time plan—same teacher for subjects checked											
Back-to-back plan—same 2 or more teachers for 2 or more sections of subjects checked											
Taught in a departmental organization by teacher of this subject only											
Taught by a team of two or more teachers teaming for this subject only											
Taught by a team of two or more teachers teaming for the subjects checked											
Other (specify)											

GRADE 7 INSTRUCTIONAL ORGANIZATION

25. Please indicate by a check the instructional pattern employed and the subjects which are included in the plan. In the final column please indicate the usual class size (or range, if large and small group organization used) in each instructional pattern.

GRADE 7

INSTRUCTIONAL PATTERN	SUBJECT										
	Lang. Arts	Soc. St.	Math.	Sci.	Art	Music	P. E.	Ind. Arts	Home Econ.	For. Lang.	Usual class size (or range)
Self-contained classroom—same teacher for all subjects checked											
Block-of-time plan—same teacher for subjects checked											
Back-to-back plan—same 2 or more teachers for 2 or more sections of subjects checked											
Taught in a departmental organization by teacher of this subject only											
Taught by a team of two or more teachers teaming for this subject only											
Taught by a team of two or more teachers teaming for the subjects checked											
Other (specify)											

GRADE 8 INSTRUCTIONAL ORGANIZATION

26. Please indicate by a check the instructional pattern employed and the subjects which are included in the plan. In the final column please indicate the usual class size (or range, if large and small group organization used) in each instructional pattern.

GRADE 8

INSTRUCTIONAL PATTERN	SUBJECT										
	Lang. Arts	Soc. St.	Math.	Sci.	Art	Music	P. E.	Ind. Arts	Home Econ.	For. Lang.	Usual class size (or range)
Self-contained classroom—same teacher for all subjects checked											
Block-of-time plan—same teacher for subjects checked											
Back-to-back plan—same 2 or more teachers for 2 or more sections of subjects checked											
Taught in a departmental organization by teacher of this subject only											
Taught by a team of two or more teachers teaming for this subject only											
Taught by a team of two or more teachers teaming for the subjects checked											
Other (specify)											

OTHER INSTRUCTIONAL ARRANGEMENTS

Grouping for Instruction

27. Please indicate by a check the criteria employed in assigning students to various types of classroom groups. If the criteria vary from one grade to another, please supply the grade number of grades employing each criterion for certain groupings (e.g., Homeroom - Age - 5, 6; I.Q. Tests - 7, 8).

GROUPING	I. Q. Tests	Achievement Tests	Teacher Recommendations	Age (i.e., no. years in school)	Previous School Marks
Homeroom					
Instructional groups for required subjects					
Instructional groups in elective offerings					
Little schools					

Instructional Schedule

28. Please check the type (s) of daily scheduling utilized in your school. For types employing periods or modules, please supply the usual number of minutes included, in the space provided. If the type of scheduling varies from one grade to another, please indicate the grade (s) employing each by placing the number of the grade in the box.

☐ Daily periods uniform in length,____number of periods of____minutes each

☐ Daily periods of varying length,____number of periods ranging from____to____minutes

☐ Modular scheduling with____number of modules of____minutes each per week.

29. Please indicate by a check the type of weekly schedule which best typifies that of your school.

☐ Similar schedule each day during the week

☐ Schedule varies from day to day

☐ Variable schedule with not all classes meeting daily

Large Group Instruction

30. Please indicate the subject areas in which large groups are used for some or all instruction, by supplying the number of students usually enrolled in large groups. "Large group instruction," as used here, refers to a group in number equivalent to 2 or more traditional size classes (30 or so).

SUBJECT	**GRADE**				
	5	6	7	8	All Grades
Language Arts					
Social Studies					
Mathematics					
Science					
Art					
Music					
Physical Education					
Other (specify)					

Small Group Instruction

31. If the large groups indicated above are broken down into small groups (groups smaller in size than those of the traditional classroom), please indicate the number of students included in small-group sections by supplying the usual number of students in those groups by subject and grade. If the same plan is used in a subject area for all grades, check the "All Grades" column only.

SUBJECT	**GRADE**				
	5	6	7	8	All Grades
Language Arts					
Social Studies					
Mathematics					
Science					
Art					
Music					
Physical Education					
Other (specify)					

Use of Noncertified Instructional Personnel

32. How many, if any, noncertified personnel are employed regularly in your instructional program?____________

33. Please indicate by as many checks as applicable the duties performed by noncertified instructional personnel.

☐ clerical assistance to teachers
☐ scoring objective tests
☐ preparing instructional materials
☐ operation of audio-visual equipment
☐ leading small group discussion
☐ monitoring large group instruction
☐ helping individual students
☐ other (specify)________________________

Independent Study

34. If your school provides some type of independent study for students, please complete this section. Please indicate the percentage of students in each grade participating in each type of independent study.

Type of Independent Study	**Percent of students included, by grade**				
	5	6	7	8	
Some students are released part or all of the time from one or more regular classes, for independent study					
One or more groups of students with special interest in some curriculum area work as a seminar					
Some students have individually-planned programs with regularly scheduled time for independent study					
All students have some time scheduled for independent study					
Some students have time scheduled for work experience with faculty supervision					

Reporting Pupil Progress

35. Please indicate by as many checks as applicable the system (s) your school uses for reporting pupil progress to parents.

☐ Letter scale (A to E, etc.)

☐ Work scale (Excellent, good, etc.)

☐ Number scale (1-5, etc.)

☐ Satisfactory-Unsatisfactory scale (S, U; E, S, U; Pass-Fail, Etc.)

☐ Informal written notes

☐ Percentage marks

☐ Dual system (indication of student's progress as compared (1) with his group and (2) with his own potential)

☐ Regularly-scheduled parent conferences which are held _____ times per year

☐ Other (specify) ____

36. Please indicate by as many checks as applicable any of the following that are usually reported to parents.

☐ Citizenship or deportment ☐ Work habits ☐ Attitudes ☐ Effort

☐ Other (specify) ____

37. If parent conferences are used, are students invited to participate? ☐ Yes ☐ No

38. If yes, are students invited to participate ☐ During each conference ☐ Only on occasion ☐ Usually once during the year

39. Please indicate by as many checks as applicable the persons in your school who are assigned the responsibility for counseling pupils on their programs of study. If those responsibilities vary from one grade to another, please indicate which grades utilize each type of personnel by placing the grade number in the blank preceding each type.

☐ Homeroom (home base) teacher

☐ Regular classroom teachers

☐ Part-time counselors

☐ Full-time counselors

☐ Other (specify)

____

Pupil Progress

40. Please indicate by as many checks as applicable the criteria utilized for determining pupil progress from year to year through your middle school. If the criteria vary from one grade to another, please indicate the grade levels utilizing each basis by placing the grade number in the blank preceding each alternative.

☐ Age (i.e., no. years in school)

☐ General achievement

☐ Achievement in separate subject fields

☐ Other (specify) ____

41. Is it possible for a student to progress through the middle school program in less than the usual number of years?

☐ Yes ☐ No

42. What percentage of the student body does so? ________________

43. Do some students attend your middle school for longer than the usual number of years?

☐ Yes ☐ No

44. What percentage of the student body does so? __________

REACTION TO THE MIDDLE SCHOOL ORGANIZATION

45. Please indicate by a check your estimate of the attitude of the student body toward your school organization.

☐ Enthusiastic ☐ Favorable ☐ Indifferent ☐ Opposed

46. Please rate the attitude of your staff.

☐ Enthusiastic ☐ Favorable ☐ Indifferent ☐ Opposed

47. Please rate the attitude of the parents whose children attend your school.

☐ Enthusiastic ☐ Favorable ☐ Indifferent ☐ Opposed

48. Please rate the attitude of the public in general toward your school organization.

☐ Enthusiastic ☐ Favorable ☐ Indifferent ☐ Opposed

49. Do you anticipate changing to a different type of organizational plan within the next two to five years?

☐ Yes ☐ No

OTHER PERTINENT DATA

50. Please describe any plan you have for evaluating your middle school organization and program. (Complete on page 16, if necessary.)

51. Please list major problems you encountered in establishing your plan of organization. (Complete on page 16, if necessary.)

OE 6000 (REV. 9-66)

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

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ABSTRACT

This project was undertaken to provide bench-mark data regarding middle schools. A list of 1101 schools meeting the survey definition of "a school which combines into one organizational facility certain school years (usually grades 5-8 or 6-8) which have in the past usually been separated in elementary and secondary schools under such plans as the 6-3-3, 6-2-4 and 6-6," was compiled from state departments of education and other sources. A survey instrument was used to secure detailed data from a 10 percent random sample stratified by USOE regions, and schools were visited for supplementary information.

Of the sample, only 10.4 percent had been established before 1960. Definitely there is a current movement toward reorganization of the school ladder with grade 6-8 (60 percent of the sample) and grade 5-8 (27.3 percent) schools predominating in the reorganization. Other data from the survey, however, indicate that only the grade patterns are different in most of the schools, with the program of studies and organizational patterns closely resembling those of the predecessor organizations, especially the grade 7-9 junior high school. More careful planning and evaluation of the new organizations seem essential.